

# SCHOOL LIFE



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*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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## SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories", to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems", and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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★ January School Life will carry a summary of emergency educational programs and all other projects having direct bearing on education inaugurated by the National Recovery program. ★

## NEW CIRCULARS

(Single Copies Free)

Operation and Maintenance of the School Plant, Circular No. 115.  
Economics Through Budgeting and Accounting, Circular No. 116.  
Public Education During the Past Year and Prospects for the Coming Year, Circular No. 119.  
Legislative Action in 1933 Affecting Education, Circular No. 122.



OFFICE OF EDUCATION  
DEPARTMENT OF THE INTERIOR

JAN 13 '34

# Why Modern Education?



BY HAROLD L. ICKES

*Secretary of the Interior*



**H**OW MANY of us have stopped to consider what would be the result if all the schools of America were to be closed tomorrow and kept closed for one full generation?

The effect would be startling. We would have a country made up almost entirely of illiterates. Culture would have disappeared. Science would be merely a word of Latin origin. In the course of a generation we would have gone back literally hundreds of years as to all the essentials that distinguish this period from that of the Dark Ages.

The higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up through advancing stages more and more education was needed to fit him for the life that he was called upon to live.

Gradually more and more people began to acquire the rudiments of learning, but they were indeed rudiments. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were, were kept open for only 3 or 4 months a year, and few indeed were the

children who studied more than the three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained through experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The three R's were considered merely as finishing touches to the

**E**VEN in these days of tremendously pressing problems, to my mind the most important question of all is, What are we going to do about our schools? That education should be universal goes without saying. By education I mean more than the three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of receiving and of using to advantage.

He should have this not only for his own sake but for the good of the whole. The intelligence of a nation is the sum of the intelligences of all of its citizens. Intelligence is the product of education and education is the greatest national asset that we have.

practical education received outside of the school. There was a college here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent to the education that the modern child can receive in an up-to-date high school.

But life never stands still. Life became more complex as commerce and industry developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common-school education. A noncompulsory school system gradually gave way to a compulsory one.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go through the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Like air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours when we were children for the taking; and that it will be theirs for our children in their turn for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve



unimpaired this essential tool of democracy. There is an enemy within the gate. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civilization is undermined, our civilization itself will suffer to a corresponding degree. Retrogression will follow if we allow our educational system to slip back to what some people apparently are willing it should revert to. Such a highly complex civilization as we have built up requires highly trained intelligences for its maintenance and further development. No one would thrust an intricate and highly sensitized machine into the hands of a man just emerging from the jungle and expect him to operate it.

So intimately is the general education of the people related not only to their own happiness and well-being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. None will deny that the value of the people to the Nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. And it should be borne in mind that if our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality, with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. If abandoned to its own

fate on an uninhabited island, if it survived at all, it would grow up to be a totally illiterate man and an ignorant one, except as it might learn certain facts of life from its environment and from its experience. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind.

We have been made sadly aware during these last few years of the necessity of economy. With our private incomes sharply diminished, with our means of livelihood cut off, with less pay forthcoming for the same amount of work, we have had to pinch and scrimp to make both ends meet. If this condition has been true in our private affairs, it has also been true as to those common enterprises which we maintain by the taxes that we pay to government. Our schools have suffered along with everything else. Hundreds of thousands of children are either being denied educational opportunities entirely or they are able to attend school only on a part-time basis. Thousands of schools have been closed. Equipment has been deteriorating and replacements of essential tools for education have been lacking.

I do not deny that of necessity some economies must be made in our schools. But we are going too far in that direction. Our schools ought to be the last to feel the pinch of economy, just as they ought first to experience the return of prosperity. Undoubtedly the educational tree needs some pruning. There may be some dead and decayed branches that ought to be cut off. But if such pruning is necessary it should be done scientifically, by experts. It serves no good purpose of economy and it is immensely damaging to our educational system to slash into a budget regardless of whether we are cutting into a vital spot or not.

No nation in these times can hope to survive, to say nothing of progressing in the arts and the sciences, in commerce, in trade, or in industry, unless it is composed of a well-educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in cooperation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficent and capable government.

## Here and There



**CALIFORNIA** is taking precautions to make school buildings earthquake-proof. Buildings are being examined by State engineers. It has been found that when most structures were erected, little account was taken of seismological disturbances. The revised State code for school buildings is specific in requiring school buildings to possess necessary stiffness to withstand earthquake shocks.

**Cuts in Revenues:** The problem before the Minneapolis (Minn.) Board of Education for 1934 is how to meet a cut in revenue from \$8,545,000 in 1931 to \$5,950,000 in 1934. Recourses: Reduction of the school year to 7 months; shortening the school day. Closing some elementary schools has been suggested.

**N.R.A. in Schools:** San Francisco Board of Education resolved to endorse the National recovery program . . . Tulsa, Oklahoma, evening schools are conducting a series of free lectures on the New Deal called "Your Tomorrow." . . . In Washington, D.C., teachers are using the "Thumb-nail Sketches of New Federal Agencies" in September SCHOOL LIFE to get acquainted with the new trends. . . . The Civic Education Service is also cooperating with the Board of Education in bringing information about the N.R.A. to pupils and teachers. Articles on the Recovery Administration published in The American Observer and Junior Review are discussed in classrooms.

**Leisure-time School:** Jobless high-school graduates are praising Miss Harriet A. Harvey, high-school teacher of Racine, Wis. Without any money, but with the assistance of the library and cooperation of idle teachers, Miss Harvey established the first Leisure Time School in the United States. The school is now in its second year.

**School Costs Down:** This year the schools in Kansas City, Mo., are operating at a cost of \$74 per pupil. This is a 30 percent reduction from the operating cost per pupil in 1928. The average daily attendance has increased about 2,000 pupils.

**New Feature:** Reports from city schools throughout the United States is a new SCHOOL LIFE feature. It will appear each month. Superintendents and school officials are welcome to send city and State school bulletins and news notices to the editor.

# Enter C W A

ON WEDNESDAY, November 15, a new initial and new impetus—C.W.A.—was added to the National Recovery program. The inauguration ceremony took place in the Mayflower Hotel ballroom in the presence of more than 500 mayors, governors, and relief directors.

C.W.A. stands for Civil Works Administration.

C.W.A. is \$400,000,000 of P.W.A. funds to be spent by February 15.

C.W.A. is wages and materials to get things done.

C.W.A. is employment for real wages instead of relief or work relief for grocery orders.

C.W.A. is short-time public projects, repairs, and improvements.

C.W.A. is a challenge to the enterprise and imagination of school officials. If they are on the job; if they can think of things their schools need and C.W.A. can supply; if they will camp on the trails of local and State C.W.A. men; schools can greatly benefit from this new Government program. (See list in box.)

C.W.A. was announced on Wednesday. By Thursday Commissioner Zook mailed to 7,135 city, county, and State superintendents and heads of State institutions of higher education a 6-page letter describing C.W.A.

"It is the purpose of the Civil Works Administration", said Administrator Hopkins, "to take all able-bodied persons now receiving relief and to put them at work on regular jobs at regular wages. There are about 2,000,000 of them. As fast as these people are taken off the relief rolls and put on the civil works pay rolls, the next phase is to provide jobs for 2,000,000 more unemployed not on the relief rolls.

"This program lifts millions of workers and their families from the level of relief to the real way to social and economic recovery, not only for individuals, but for the Nation. It raises their manner of living from charity to self-sustaining consumers of goods earned by their own labor. For others who have been unemployed, but who have managed along somehow without relief, it means real income and improvement in their living standards.

"Their increased income will flow from their hands into many channels of trade

## ★ WHICH Means Wages Instead of Grocery Orders, Repairs to Schools, and Improvements for Playgrounds

and industry wherever they live. Their work will achieve lasting benefits for their communities through myriad improvements."

What will the new C.W.A. mean to education?

Where do the previously announced educational projects for adults, closed rural schools, vocational education, rehabilitation and nursery schools, fit into the new C.W.A. set-up?

These questions are answered in detail in two letters sent by Commissioner Zook to public-school and college officials, November 16 and 23.

The reader will find it convenient to think of Mr. Harry L. Hopkins as a dual administrator. He is still administrator of the Federal Emergency Relief Administration. He is also administrator of the Civil Works. All State relief directors are now F.E.R.A. and C.W.A. administrators.

F.E.R.A. continues most of its former relief activities. C.W.A. inaugurates new activities and takes 2,000,000 persons off F.E.R.A. rolls and puts them on C.W.A. pay rolls.

Educators are concerned with both the F.E.R.A. and C.W.A.

Continuing under the F.E.R.A. is the emergency educational program using unemployed teachers for adult, illiterate, and vocational education, rehabilitation, nursery schools, and closed rural schools.

Repairs and improvements of schools and school grounds come through the C.W.A. channels.

### Eligible C.W.A. Projects

SCHOOL building repair jobs, such as painting, paper hanging, electrical wiring, roof repair, furniture repair, construction and repair of school playgrounds and equipment, modernization of sanitary facilities.

But the emergency educational program has been changed and liberalized. As we go to press, Administrator Hopkins has authorized the following new rules superseding those announced in earlier issues. They are:

1. Emergency educational programs organized under State plans already approved or to be approved as eligible for use of relief funds, *will remain on these funds* (F.E.R.A.) and not be transferred to Civil Works Administration.

2. The present procedure governing the preparation, submission, and approval of State plans remains in full force and effect.

3. No change has been made in the educational projects for which Federal funds have been authorized. These include (1) rural elementary schools, (2) classes for adult illiterates, (3) vocational education, (4) vocational rehabilitation, (5) general adult education, and (6) nursery schools, all to be under the control of the public-school system.

4. No change has been made in the rules and regulations governing eligibility of teachers for work on educational projects.

5. The *salaries of teachers* are amended and liberalized so that the daily or hourly wage is equal to that customarily paid in the community for similar work, and will provide a weekly wage sufficient to permit a reasonable standard of living.

6. Under the conditions now governing emergency educational programs, they are considered specialized work projects and special grants earmarked for education will be made to the States as heretofore.

7. The number of teachers and other persons paid from unemployment relief funds and the obligations incurred under this program during any given month should be reported under work-relief on Federal Emergency Relief Administration form 10A.

It is important to keep in mind the new set-up of the national program for relieving unemployment. Mr. Hopkins as ad-

[Continued on page 80]

# 500 Codes Analyzed

**A** STUDY of N.R.A. code provisions' relation to training for the various occupations indicates changes may be necessary in programs for trade and industrial education as a result of these provisions. In order that those responsible for vocational education in the field of trade and industry may be in a position to adjust their programs to provisions of the codes, the Federal Office of Education has made a brief analysis of the codes.

The analysis shows, among other things, that the tentative codes gave little attention to the needs of "learners", apprentices, and students in industrial trades during their learning period of employment. The more recent codes, however, contain definite provisions covering training during an initial period of employment. "Beginners," "inexperienced help," "learners," "apprentices," and "students" are some of the terms used to designate those serving an initial period of employment. Frequently these terms are used loosely and without differentiation.

## Study of 500 codes

A study of 500 N.R.A. codes shows that the length of the period of training ranges from 2 weeks to 5 years. Thirteen of the codes, for instance, provide for training periods of 2 or more years in duration.

The analysis shows that—

Two codes, or 0.4 percent, specify a training period of 5 years.

Two codes, or 0.4 percent, specify a training period of 4 years.

Four codes, or 0.8 percent, specify a training period of 3 years.

Five codes, or 1 percent, specify a training period of 2 years.

Four codes, or 0.8 percent, specify a training period of 12 months.

Sixteen codes, or 3.2 percent, specify a training period of 6 months.

One code, or 0.2 percent, specifies a training period of 4 months.

Twenty codes, or 4 percent, specify a training period of 10 weeks.

Two codes, or 0.4 percent, specify a training period of 9 weeks.

Thirty-eight codes, or 7.6 percent, specify a training period of 60 days.

Thirty-six codes, or 7.2 percent, specify a training period of 6 weeks.

## ★ FAR-REACHING Effects of N.R.A. Pacts on Trade and Industrial Education Revealed by Office of Education Study

Three codes, or 0.6 percent, specify a training period of 30 days.

Two codes, or 0.4 percent, specify a training period of 2 weeks.

In making provision for a learning period most codes specify a minimum wage scale of 80 percent of the regular minimum wage, which must be paid at the expiration of the learning period.

Under the codes regularly indentured apprenticeship programs, not organized in cooperation with the public schools, need make no changes for apprentices indentured before August 1, 1933. The machine-tool industry specifies that the maximum wage rate shall not "apply to or affect any employee apprenticed to any employer by an indenture made in pursuance to the law of any State in the United States or by a regular contract under any apprentice system established or maintained by any employer."

In some codes, however, the specified short period of training may eliminate efficient apprenticeships. The lithographic industry, for instance, specifies a training period of 6 weeks duration, and the master engravers industry, a training period not to exceed 60 days. Such specifications

may eliminate regular long-time apprenticeships while the codes are in operation. Apprentices under 16 are automatically eliminated by all codes and in some cases all persons under 18. Where the minimum wage rate specified is higher than can be paid an apprentice, the employer will naturally eliminate such employees.

Codes covering apprenticeship programs, organized in cooperation with the public schools, and providing 4 to 8 hours' class work each week, eliminate all apprentices under 16 years of age, and in the so-called "hazardous industries", those under 18. The cast-iron soil-pipe industry specifies that no person under 18 years of age shall be employed in foundry operations which might be termed hazardous. A similar provision governs the gas cock industry code and other codes.

Elimination of longer periods of training may lower the efficiency of some programs in operation at present. The cast-iron soil-pipe industry, which is a specialty gray iron foundry industry, provides for only 3 months' training period which could not, of course, take the place of a 2- or 3-year foundry apprenticeship program.

## WORKERS NEED AMPLE TRAINING





Part-time apprenticeship programs carried on under State legislation need not be affected by codes if the standards of apprenticeship are superior to those included in the codes. State provisions regarding age limits and standards in training take precedence over provisions in codes.

Cooperative part-time programs under which individuals are training on a half-time basis, that is half day about, day about, week about, etc., may be seriously affected by codes if the minimum wages specified are much higher than the wages paid in cooperative part-time programs, as employers will not pay much more than they are paying at present for students of this class. Students under 16 will naturally be eliminated as will some under 18.

Boys and girls in general continuation, part-time classes are affected most by the N.R.A. codes. This group, which embraces persons between the ages of 14 and 16, will be out of employment during regular day-school hours. Only 43 codes out of 500, or 8.6 percent, provide for employment of minors between the ages of 14 and 16 for 3 hours a day, between 7 a.m. and 7 p.m. in work not interfering with day school. All other codes eliminate persons under 16, and in a certain proportion of cases, persons under 18, from employment.

### Full-time school

As has been shown, only 8.6 percent of the codes permit the employment of minors between the ages of 14 and 16, in work not interfering with day school. Even the codes which allow such employment state specifically that they are not to be employed in manufacturing or mechanical work. Consequently, this group will either be in school or, if they are not required by law to attend school, will be idle. In all probability, the industries eliminating the 16 to 18 age group are not of sufficient number to make any great difference in the attendance in day school. The N.R.A. program will result in increased attendance in full-time trade and industrial classes of boys and girls who, having reached the eighth grade and lacking interest in general education, will, if required to attend school, probably enroll for vocational training.

Spreading of employment through maximum-hour provisions in codes will necessitate the training of more persons in the skilled and semiskilled trades. This training may be given in the all-day trade school.

Cognizant of the need of regular apprenticeship programs, a number of industries have specified a definite apprenticeship period in their codes. The machinery and tool industry code provides for a 3-year apprenticeship program, the last year to

be spent in "production work for short periods only in order to become proficient in that particular kind of work." The "machine-tool industry, although making no definite statement regarding pay or period of learning, refers to regularly indentured apprentices established or maintained by an employer. The trade book-binding industry has provided for a 4-year period of training for male apprentices and a 2-year period for bindery women. The electrical contracting industry makes no mention of apprenticeship, but implies a 3-year period of training. The heating, piping, and air conditioning industry

classifies apprentices as "learners of the trade who are to undergo a definite course of training to fit them for their work as journeymen" and then makes provision for 5 years of apprenticeship. The painting, wall paper, and decorating industry, a division of the construction industry, makes provision for a 4-year apprenticeship. The photoengraving industry in its code provides for a 5-year training period.

No details are given in regard to training programs except as to duration and rate of compensation during different stages.

—R. W. HAMBROOK.

## P W A School Rulings

THE DEPUTY Administrator of Public Works recently made some rulings in answer to questions in regard to school building projects under the Public Works Administration which will be of interest to all school administrators. These rulings were made in answer to questions submitted by the National Council on School-house Construction to the United States Commissioner of Education, who in turn requested the Deputy Administrator, Col. Henry M. Waite, to make rulings on the points raised. The questions raised by the National Council and the answers of the Deputy Administrator are as follows:

**Question:** Must applications for school-building projects be submitted by January 1, 1934?

**Answer:** The resolution of the special board limiting allotments to those projects before it, prior to January 1, was not intended to exclude other projects, but to expedite submission. If the P.W.A. fund is not exhausted by such allotments, the projects of a later date will be considered.

**Question:** May the leasing feature be used on a successive 1-year lease basis in States where long-term leasing is prohibited by State regulations?

**Answer:** If long-term leasing is prohibited by State law, this Administration will not evade such law by making 1-year leases renewable at expiration.

**Question:** May the leasing feature be used on a short-term rather than a 30-year basis, providing the short-term lease provides for amortization or construction cost less the Federal grant?

**Answer:** There is no requirement that the lease be for 30 years. In fact, the shorter the term the better. The 30-year basis is the maximum term.

**Question:** Will successive 1-year leases be permitted provided that responsible groups of local citizens will underwrite and guarantee complete amortization of construction cost less the Federal grant?

**Answer:** The objection to 1-year leases with renewals is that such arrangements are evasions of State statutes in States where long-term leases are not lawful. Hence the guaranties of citizens will not cure the objection to the defect.

**Question:** Does the Public Works Administration propose to set aside specific allowances for the various States?

**Answer:** The Public Works Administration will not make specific allotments to States.

**Question:** Will the Public Works Administration allow a 30 percent grant on a school building project when the 70 percent is being obtained through legal local loans or current taxation?

**Answer:** The Public Works Administration will purchase the bonds of a political subdivision, issued to obtain funds for the construction of school buildings and will allow the grant in such cases, provided that the United States is reasonably secured, i.e., that the legislation back of the bonds is pursuant to local law and that the political subdivision will be able to retire the bonds.

**Question:** Will districts in good financial condition be barred from the Public Works Administration grants and loans because they have already reached their legal bonding limitations?

**Answer:** Only those bonds will be purchased which are enforceable obligations. Bonds issued in excess of legal limitations are not enforceable obligations.

*Question:* Will grants and loans be denied because of delinquent taxes?

*Answer:* Grants and loans will not be denied because taxes are now delinquent.

*Question:* Will unencumbered delinquent taxes be accepted as collateral for Federal loans?

*Answer:* The act requires that the United States be reasonably secured. If taxes are delinquent to such an extent that it is obvious that the political subdivision will not be able to retire them, then the United States is not reasonably secured.

*Question:* May extensive repairs, alterations, improvements be encouraged by allowing a 30-percent grant and permitting the school districts to spread their 70 percent of the repair expense over a 5-year period through loans by the Public Works Administration?

*Answer:* The P.W.A. will make a 30 percent grant. The loan may be amortized over a 5-year period, not to exceed the life of the improvement.

*Question:* Is the cost of a project considered to be the cost to the contractor or the cost to the owner? Are fees for professional services to be included in the total cost of a project when determining the 30 percent Federal grant?

*Answer:* Fees for professional services are not labor, within the meaning of section 203a. The purport of the remainder of question 10 is not understood. If you will indicate what P.W.A. circulars used the words "cost of a project", I will be able to answer this question.

*Question:* When 30-percent grants and 70-percent loans are allowed for new construction, may equipment be included?

*Answer:* The cost of equipment for new buildings may be included in the amount of the loan requested.

*Question:* May equipment for existing school buildings be financed by 30-percent grants and 70-percent loans?

*Answer:* As the act, section 202, makes projects for the improvement of public buildings includable, projects solely for the equipment of existing school buildings may be financed by the Administration. However, it is not the policy of the Administrator to finance the purchase of equipment not connected with construction. The purpose of the act is to promote employment. This purpose will not be accomplished by mere purchase of equipment already fabricated. If the project requires the construction of equipment, then it is within the policy of the Administrator.

—ALICE BARROWS.

## New P W A Allotments

WITH \$2,113,000 to the Office of Indian Affairs for the construction of day schools in the Navajo and other jurisdictions leading the list, 40 new allotments for school building projects totaling \$8,639,425 were announced by the Public Works Administration. The total allotments of P.W.A. funds for school purposes now amount to \$17,887,892. (See October and November *SCHOOL LIFE*.)

Allotments to the Indian Office will put 3,240 children into new day schools, of whom at least 2,400 have never attended school. More than 1,000 other children will be transferred from boarding schools to day schools, thus reducing the 1935 Indian Office budget by \$264,000, it is reported.

In accepting a loan and grant of \$50,000 for the repairs of college buildings, the State of Utah announced that students will be employed to do the work.

The new P.W.A. allotments for school-building construction and repairs to schools are:

*Office of Indian Affairs, Department of the Interior.*—Construction of Indian day schools . . . . . \$2, 113, 000

*Framingham, Mass.*—Loan and grant for alterations at the State Teachers College . . . . . \$34, 000

*Bedford County, Pa.*—Grant to aid in construction of 6-room, one-story high-school building . . . . . \$7, 000

*Mansfield, Conn.*—Grant to aid in construction of four-room grade school \$5, 700

*Circle, Mont.*—Allotment to aid in construction of school buildings . . \$40, 000

*Shallotte, N.C.*—Allotment to aid in building a school . . . . . \$3, 500

*Beloit, Wis.*—Allotment to aid in building a schoolhouse . . . . . \$550, 000

*Manchester, Ky.*—Allotment to aid in building a schoolhouse . . . . . \$5, 600

*Millwood, Wash.*—Allotment to aid in construction of school . . . . . \$7, 800

*Sumas, Wash.*—Allotment for building a schoolhouse . . . . . \$4, 100

*Salt Lake City, Utah.*—Allotment to aid in building a schoolhouse . . . \$300, 000

*Moab, Utah.*—Allotment for building a school . . . . . \$130, 000

*Brentwood, Mo.*—Loan and grant for construction of two-story grade-school building . . . . . \$63, 250

*Albuquerque, N.Mex.*—Grant to Board of Education to aid in construction of 2-story, 17-classroom school building . . . . . \$24, 500

*State of Utah.*—Loan and grant to improve buildings at Utah State Agricultural College, University of Utah, Wever Junior College, Snow Junior College, Branch Agricultural College, and Dixie Junior College . . . . . \$50, 000

*Auburn, Maine.*—Grant to aid in construction of fireproof two-story school building, 18 classrooms and auditorium . . . . . \$34, 500

*Trenton, N.J.*—Loan and grant for construction of one-story gymnasium building . . . . . \$26, 000

*Saffordville, Kans.*—Grant to Board of Education, school district no. 4 to aid in construction of six-room and auditorium school building . . . . . \$7, 900

*Alexandria, Va.*—Loan and grant for construction of three-story and basement high school; repairs to existing building for Negroes . . . . . \$300, 000

*Utica, N.Y.*—Loan and grant for construction of three school buildings . . . . . \$1, 295, 000

*Van Zandt County, Tex.*—Grant to Edom Independent School District No. 93 to aid in construction of one-story frame school building . . . . . \$600

*Stevens County, Minn.*—Grant to independent school district no. 1, to aid in construction of eight-room grade school and addition of gymnasium, auditorium, to high school . . . . . \$21, 000

*Atlanta, Ga.*—Loans for apartments and dormitory for Georgia Tech students . . . . . \$2, 600, 000

*Pullman, Wash.*—Grant for construction project on State College buildings . . . . . \$198, 000

[Continued on page 84]



# To Save The Schools

**A**NY PROLONGED economic crisis is certain to result in an increasing demand for reform or at least a change in the method of the administration of public affairs.

Abundance of recent State legislation affecting education reveals a cross-section of the widespread struggles over school problems in the emergency. Some quite promising legislation, and some that may be quite the opposite, has been enacted.

During the year a number of extraordinary legislative measures were enacted which embody principles and ideas advocated for many years by numerous educators. For example, since the beginning of statehood in practically all of our States both legal and educational doctrines have regarded education as a State function; and yet State responsibility has been confined mostly to matters of administration rather than financial support of education. It is only in comparatively recent years that the State has assumed any sizeable amount of financial responsibility for education. Delaware was the first State to assume major responsibility for the support of public education. This was in 1922. At present the state department of Delaware provides approximately 88 percent of all the funds expended for public education in that State.

The next State to assume major responsibility on the part of the State for the support of education was North Carolina. In 1931 that State assumed complete financial responsibility for a 6-month school term throughout the State. In 1933 the legislature of North Carolina followed the doctrine of State responsibility for the support of education still further and assumed full responsibility for an 8-month school term throughout the State at State expense. It is important to note that this State program is to be maintained without the levying of any ad valorem tax on real estate. In 1933 the North Carolina legislature declared that "all school districts, special tax, charter, or otherwise, as now constituted for school administration or for tax levying purpose, are \* \* \* nonexistent" and forbade the levying of taxes in such districts for school purposes except for vocational, agricultural, and home economics, and for the maintenance of schools of a higher

## ★ WARD W. KEESECKER Reports How State Legislators Struggled With School Problems in the Emergency.

standard than those provided for by the State (not to exceed 180 days) and upon the approval of the State school commission.

For the purpose of administering the 8-month State-wide school term the legislature created a State school commission consisting of the Governor as ex-officio chairman, the Lieutenant Governor, State treasurer, State superintendent of public instruction, and one member from each congressional district (10) to be appointed by the Governor. The new State school commission is vested with all the powers and duties previously exercised by the State board of equalization which was abolished.

From the State of Washington, out on the Pacific coast, comes the following cheerful educational news:

"The legislature just closed has given us some of the most progressive educational measures ever enacted in this State. Indeed, more important school law has been written during the last 60 days than has been passed during an entire decade. This has been primarily due to two things. First, the educational forces of the State have stood as a unit, with all of their friends cooperating in support of the school measures introduced. Second, the Governor of our State has stood squarely back of his promises to improve our school conditions. The first is a mark of higher attainment in professional attitude. The second is the fulfillment of a man's unqualified faith in the worth of public education. \* \* \*"—(N. D. Showalter, State superintendent of public instruction.)

In the outstanding "barefoot school-boy law" Washington provided greater equalization of public-school support by increased contributions from the State. The legislature provided for a levy and distribution of State funds on a basis of 25 cents per day for each day's actual attendance in the elementary school,

with an increased amount for junior and senior high school attendance.

The maximum period for which attendance may be counted in the apportioning of State and county funds is 180 actual school days. In order to provide for the increased proportion of school costs assumed by the State and also for the State school fund which was reduced by the operation of the 40-mill tax limit measure, the legislature provided for a business and occupational excise tax. The excise tax authorized a sales tax on all forms of business and occupations and is estimated to raise approximately \$8,000,000. All proceeds will go to the State current school fund. A tax was also levied upon chain stores, 90 percent of the revenue of which shall be paid into the State current school fund.

Another outstanding example of assumption of responsibility for State support of education appeared in Indiana. The legislature made the State responsible for the major support of education. It stipulated that the minimum annual salary for all public elementary-school teachers and all public high-school teachers shall not be less than \$800 and \$1,000, respectively; and directed the State to reimburse each school employing corporation \$600 per teacher on the basis of 1 teacher for each 35 pupils or major fraction thereof in average daily attendance in grades 1 to 8, and 1 teacher for each 28 pupils or major fraction thereof in average daily attendance in grades 9 to 12. A State tax was imposed on intangible property, 10 percent of the receipts of which is to be paid into the general fund of the State, and of the remaining 90 percent one fourth is to be paid into the county general fund and three fourths to the school corporations of the county.

Furthermore, the Indiana legislature enacted noteworthy provisions with re-

[Continued on page 79]

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# Vocational Summary

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**A**MONG readers of SCHOOL LIFE are some of the 33,000 readers of the old Vocational Summary published by the Federal Board for Vocational Education in the years 1918 to 1921, and discontinued when the work of the Board was reorganized in August 1921.

It is now proposed to resume publication of information similar to that carried in the old Summary, covering developments of interest to vocational administrators and teachers.

This new Summary, even as was true of the old one, is born in war times—in the war being waged against unemployment and impairment of family welfare. Vocational education's responsibility is greater in this new war than it could be in any other kind of war, since the new war must be waged by training for work and for safeguarding the home, which is the *particular job of vocational education*.

Readers of SCHOOL LIFE are requested to contribute to these columns material which will be of interest to their fellow workers. Our interests are common, and each of us needs the guidance, philosophy, and help of all of us. So we shall do our part in the new deal for education.

J. C. WRIGHT, *Assistant Commissioner for Vocational Education.*

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## REHABILITATION

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THE Wagner-Peyser Act for the promotion of the national employment system provides for cooperation between State rehabilitation and employment services. The obvious intent of this provision of the act is to insure that in the operation of the Federal and State employment services the interest of the physically handicapped will be adequately safeguarded.

Owing to the somewhat limited scope of the rehabilitation service as determined by law and policy, many physically handicapped persons who would apply for placement service would not be eligible for rehabilitation. Such persons are obviously subject to placement rather than rehabilitation service. In setting up the cooperative program, therefore, a definite understanding has been reached between the Office of Education, which is responsible for the administration of the rehabilitation program, and the Department of Labor, which is responsible for the administration of the employment program, to insure coordination of responsibilities and functions, to the end that the common objective—satisfactory

placement of disabled persons in remunerative employment—may be accomplished.

Analyzing the future goal of the movement to rehabilitate physically and vocationally, persons disabled in industrial accidents or otherwise, Oscar M. Sullivan, president of the National Rehabilitation Association says: "In the field of employment it does not seem to be asking too much to expect for the handicapped opportunities at least equal to those of the generality of the population. . . . Few seem to have grasped that even in a period of diminished employment the handicapped should have their proportional share. . . . If the handicapped can get from the various governmental branches—local, State, and National—their fair share of employment, their title to proper treatment by private business and industry will be enormously strengthened."

Additional funds made available by the Federal Emergency Relief Administration for the purpose of supplementing and expanding the regular program for the vocational rehabilitation of disabled persons, will enable the States to give service to thousands of handicapped persons who would otherwise remain a burden upon State and Federal Governments. Several States have already initiated special programs under the additional support provided through these funds.

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## AGRICULTURE

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THE Office of Education is cooperating with the Agricultural Adjustment Administration of the Department of Agriculture in the preparation of text material to be used in acquainting classes of adult farmers with necessary information in regard to the acreage reduction program covering cotton, wheat, tobacco, corn, and hogs. A folder entitled "The Utilization of Land and Labor Affected by the Cotton Acreage Reduction Program", Miscellaneous 1481, for use by instructors of evening classes for farmers has already been distributed.

"Financing the Individual Farm Business" is the title of a folder, Miscellaneous 1486, prepared by the Office of Education in cooperation with the Farm Credit Administration and distributed to teachers of day classes for farm boys and evening classes for adult farmers. This folder covers the problems incident to farm financing and gives information as to the sources and methods of financing available to farmers through the Farm Credit Administration.

Maurice Dankenbring, of Sweet Springs, Mo., was selected by a committee composed of Dr. R. A. Pearson, president of the University of Maryland; Horace Bowker, president of the American Chemical Co., New York City; and F. M. Simpson, of the commercial research department of Swift & Co., Chicago, as the member of the Future Farmers of America who has shown the greatest achievement during the past year. For his accomplishment Maurice, who was selected from a list of 77 eligibles, was awarded the title of Star American Farmer and presented by the Kansas City Weekly Star with a check for \$500 at the sixth annual convention of the Future Farmers of America in Kansas City, Mo., November 21. The Future Farmers of America, which has a membership of 68,000 boys in 3,000 chapters in 46 States, the Territory of Hawaii, and Puerto Rico, is composed of boys studying vocational agriculture in the United States.

Reports from State supervisors of vocational education show that a total of 286,319 acres of land were under cultivation in the fiscal year 1932-33 by boys enrolled in vocational agriculture courses in high schools throughout the country in connection with the supervised farm practice work required. Of this amount, 267,896 acres were in field crops, 14,105 acres in truck crops, and 4,318 acres in orchard and small fruit crops. Livestock projects carried on by these boys, also, involved 4,165,046 animals, including beef and dairy cattle, sheep and hogs, poultry and horses, as well as 4,892 colonies of bees. Of special significance is the fact that the boys who conducted these projects—most of them on their home farms—secured a high-school education and in addition prepared themselves to become farmers. The labor income of 127,997 boys who completed their projects totaled \$4,318,000.

## HOME ECONOMICS

HOME economics staffs in several of the Negro teacher-training institutions in the South are setting up lists of the objectives for teacher-training programs. When completed these objectives will be studied for the purpose of determining which of them can best be attained by major emphasis on classroom instruction and which by emphasis on summer projects to be scheduled between freshman and sophomore, sophomore and junior, and junior and senior years.

Members of the home-economic staff of the Negro teacher-training institution at Prairie View, Tex., are making a study to determine: (1) What kind of information a home-economics teacher should have concerning each home represented in her home-economics class; (2) how to get that information; (3) how to organize it when obtained; and (4) how to make use of it in the modification of the course of study so as to insure that it will function in the home life of the student.

As a part of their regular program practically all instructors teaching home economics in vocational schools in North Carolina carry on classes in various phases of homemaking for women in the community. One teacher follows the plan of organizing her former pupils who are now married and living in the community, into a club, which meets regularly at the school.

Forty high-school graduates are this year enrolled in the Essex County School

of Agriculture, in Massachusetts, in a 1-year course in homemaking. The course was developed as a result of a demand on the part of high-school graduates, some of whom expect to enter training for nursing and others of whom are engaged to be married and expect to put their training to practical use in their own homes.

The preliminary results of a study of the standards of living of 10 rural communities of Puerto Rico made under the direction of the Supervisors of Home Economics and Social Work of Secondary Rural Schools are reported in an article published in the October issue of the Puerto Rico School Review. The study shows among other things that the average size of family for the high level is 6.9, the average weekly income \$18.05 and the average weekly expenditure \$14.05; and for the low level the average size of family is 6.7, weekly income \$2.45 and weekly expenditure \$2.51. The study was undertaken to give those entrusted with the home economics education program on the Island information upon which to base their courses, and to supply social workers with data on which to base norms for different income levels in their communities.

That home economics for high-school girls is more than a fad or a frill is borne out by a recent survey in Missouri. These figures show that 74 percent of the students enrolled in vocational classes in home economics in Missouri high schools are actually making use of the knowledge acquired in these courses. Of this group, 37 percent are married and conducting homes of their own, 36 percent are help-

ing at home in some capacity and approximately 1 percent are engaged in wage-earning pursuits allied with homemaking. The significant fact is that the entire 74 percent are now making use of the knowledge and training secured in their home-economics courses.

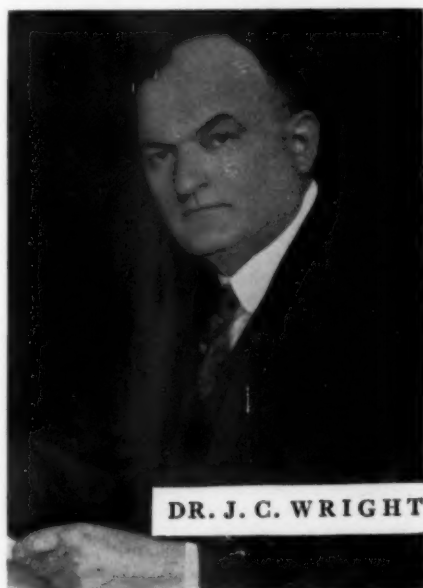
"Making the Most of the Food Dollar", "Eradication of the Common Cold", and "Budgeting and How to Make it Function", are among the subjects on which instruction is given in special classes for adult homemakers known as "Homemakers' Specials", sponsored by the State Board for Vocational Education in various towns in Illinois since 1927. These "Homemakers' Specials" are not set up on a hit-or-miss basis. A study is made of the local situation, plans for the meetings are drawn up, and every effort is made to acquaint women in advance with the nature and purpose of the classes. Some communities combine these Homemakers' Specials with short courses or evening courses in agriculture, thus providing opportunity for study and information for both men and women.

## TRADE AND INDUSTRY

HOW changing conditions may affect vocational schools is illustrated at the Central Needle Trades School in New York City, where 6,000 persons are attending classes, mostly on a leisure-time basis. Only 600 of this number belong to the preemployment group who are preparing themselves through full-time attendance for future employment in the needle trades. The remaining members of these classes are employed workers who find it necessary, because of constantly changing conditions in the industry, to secure training which will enable them to keep abreast of these changes and thus equip themselves to meet employment requirements.

At the request of the State Superintendent of Public Instruction Dr. N. D. Showalter, of Washington, and City Superintendent of Schools Worth McClure the Office of Education will assist in making a vocational education survey of Seattle in January 1934. Frank Cushman, chief of the Industrial Education Service, and James R. Coxen, regional agent for Industrial Education for the Pacific States, have been designated by the Assistant Commissioner for Vocational Education to render this assistance to the State of Washington.

[Continued on page 81]



DR. J. C. WRIGHT



# SCHOOL LIFE

VOL. XIX



NO. 4

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Commissioner of Education - - - GEORGE F. ZOOK  
Editor - - - WILLIAM DOW BOUTWELL  
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DECEMBER 1933

## ★ Say It Isn't So

"RADIO programs get worse and worse, it seems to me," a broadminded educator recently said to a radio program director. "I don't believe people want to listen to the trash that fills the air; this half-baked kidding and simple-minded crooning."

What the radio program director replied is what practically all radio and motion-picture people reply to such charges: "You know the average intelligence of the American public is 12 years old. That's our audience. We give them what they want."

"How about that alibi?" I asked Dr. Segel, Office of Education specialist in tests and measurements, "Will it hold water?"

"Certainly not," he said, "That is a hangover from the Army Alpha tests given during the World War."

"Well, let's put a bomb under that myth," I suggested. And that is how the article, Are We a Nation of 12-Year-Olds? on page 78 came to be written.

Please notice what Dr. Segel found by examining the results of a number of studies. The average American attains greatest intelligence, that is capacity to learn, between the ages of 20 and 25. General learning ability drops off toward 50 but the average does not fall below 16 years.

But Hollywood and Radio City think only in terms of mass audiences. What about the mass?

Ninety-seven percent of the adult population, 16 to 50 years of age, has intelligence above the 12-year-old level.

Nearly 50 percent are above 18 years in learning ability.

As a New Year's present to the American people we hereby release them from a 12-year-old inferiority complex. The mass of adult Americans have an *adult intelligence*. Moreover, they continue to have an adult intelligence through the major span of their lives.

## ★ Score: 42 to 0

THE following item appears in the November 17 issue of the Princeton Alumni Weekly sent us from a campus famous for two structures especially erected to house debating societies:

Faculty members and students have learned a great deal about the ins and outs of the N.R.A. at two open forums sponsored by the *Princetonian*. Profs. C. R. Hall, E. S. Corwin, E. W. Kemmerer, and D. A. McCabe spoke on various aspects of the subject, ranging from the historical background of the act to its effect on labor questions. . . . The word "forum", however, proved to be a misnomer this time, because both meetings broke up when the speakers had completed their talks. The audience evidently believed that the ground had been so well covered that questioning was superfluous, and the points so convincingly made that argument would be feeble.

Dorothy Canfield Fisher recently suggested that what academic life needed was a little athletic spirit. Applying this formula to the forum reported above, we tentatively chalk up the Princeton score: Professors 42; students 0.

## ★ Teachers of 1791

A WRITER of the times thus describes the schoolmasters of 1791, their methods of teaching, and the conditions under which they worked:

The country schools, through most of the United States, whether we consider the buildings, the teachers, or the regulations, are in general sorry hovels, neither windtight nor watertight; a few stools serving in the double capacity of bench and desk, and the old leaves of copy books making a miserable substitute for glass windows. The teachers are generally foreigners, shamefully deficient in every qualification necessary to convey instruction to youth, and not seldom addicted to gross vices. Absolute in his own opinion, and proud of introducing what he calls his European method, one calls the first letter of the alphabet *aw*. The school is modified upon this plan, and the children are advanced, are beat and cuffed to forget the former mode they have been taught, which irritates their minds, and retards their progress. The quarter being finished, the children lie idle until another master offers, few remaining in one place more than a quarter. When the next schoolmaster is introduced, he calls the first letter *a*, as in *mat*—the school undergoes another reform, and is equally vexed and retarded. At his removal, a third is introduced, who calls the first letter *hay*. All these blockheads are equally absolute in their own notions, and will by no means suffer the children to pronounce the letter as they were first taught, but every three months the school goes through a reform—error succeeds error—and dunces the second reigns like dunces the first.

## ★ State Publications

During the past few months a number of publications of more or less general interest have been issued by the departments of education of various States.

Bulletin no. 19 of the California department of education is entitled "The evaluation of arithmetic textbooks." From New Mexico comes "Teaching a standard English vocabulary." Texas has issued a bulletin on "Negro education in Texas." Oregon has one on "Tobacco, alcohol, and other narcotics." Iowa has issued a bulletin on "Vocational education in Iowa", and Virginia has published "Vocations for women; an analysis of requirements."

Several publications deal with textbooks. Delaware issued an official list of high-school textbooks and prices. Texas published a list of free textbooks.

Book lists for school libraries have been issued by Tennessee, West Virginia, Michigan, Maine, and Wisconsin. Bulletins on the celebration of special days have been issued by several States: Arizona, Rhode Island (Constitution day, Arbor day, Lincoln's birthday), Illinois (Memorial day, Peace day, Arbor day, Bird day), Wisconsin (Memorial day).

## Florence C. Fox

✦ ON September 30, Florence C. Fox, retired from the Office of Education, after a service of nearly 19 years. She left Washington to make her home with her sister in Bay City, Mich., looking forward to care-free years among acquaintances, to the companionship of her favorite authors, and to making additions to her long list of publications. But this was not to be, for she died on October 17, following an accident.

Miss Fox entered this Office as a specialist in educational systems. She had gained a wide reputation as a teacher and as a teacher of teachers. She was highly successful because her theory and practice were based on an extraordinary understanding of the mind of the child, an understanding evidenced by his absorbed response to her personal presence as an instructor and his appreciative reception of her presentation of subject material in literary form. The publications of this Office on methods and manner of instruction for elementary children, bearing her name, have been sought for, not only in this country but abroad, and her passage from material existence has not erased her influence on the ways and means of education.

# Soviet Education

**T**HE RUSSIAN communists believe in education. As soon as possible after they gained political control by the revolution of 1917, they began providing schools for the masses, then some 70 percent illiterate, of the Russian people. Throughout the 15 years of communist administration the education project has been as important a part of the scheme for developing a successful socialistic government as have the drives for industrial reconstruction and State farming about which we have heard so much. The famous 5-year plan sets definite advances that must be made annually in education and culture. One of the goals is the complete eradication of illiteracy which by 1930 is reported to have been reduced to 33 percent.

## Aims

But the kind of education that had been provided in imperial Russia and that in use in the "capitalistic" countries was and is not the sort of human training in which the communists have faith, so they entered upon and are conducting one of the largest and boldest experiments in education known in modern times or indeed in any time. Stated very briefly that experiment has the following main characteristics:

All education agencies are under the direct control of the Communist Party or the Soviet Government and are used to teach young and old the principles and practices of socialism; they are to train this and coming generations to defend and carry to success the cause of the revolution. No secrecy attends this policy of indoctrination; it is open and purposeful. The communists hold that education and politics, in the broad meaning of the term, cannot be kept separate and to assume that they are so is merely hypocrisy.

They bring to this education service not simply organized schools. Museums, art galleries, research institutions, theaters, the press, the cinema, the radio, in fact all the cultural influences of society except the home and the church are included in and a part of one great organization. The basal belief for this is that education is life, not separate from or a preparation for life.

On that belief rests also the intensely practical nature of the teaching and the

## ★ JAMES F. ABEL, Foreign Education Specialist, Tells of the "Largest and Boldest Experiment in Education Known in Modern Times"

close connection of the school with industry. Under the term "polytechnization" of education each school is or is to be attached to a factory, a farm, or some other

producing unit. In it the primary pupils learn for cultural purposes the conditions of life and machinery and methods of

[Continued on page 80]

ABOVE 22 YEARS	RESEARCH INSTITUTES AND HIGHER COURSES						
17-22 YEARS	UNIVERSITIES AND HIGHER SCHOOLS				COMMUNIST UNIVERSITY		
15-17 YEARS	SECOND DIVISION OF SECONDARY SCHOOL AND SPECIAL COURSES	TECHNICUMS			WORKERS' FACULTIES	ADULT SCHOOL OF SECOND GRADE	SOVIET PARTY SCHOOL OF SECOND GRADE
12-15 YEARS	FIRST DIVISION OF SECONDARY SCHOOL	VOCATIONAL SCHOOL	SCHOOL OF WORKING APPRENTICESHIP	SCHOOL OF PEASANT YOUTH			SOVIET PARTY SCHOOL OF FIRST GRADE
8-12 YEARS	PRIMARY SCHOOL				ADULT SCHOOL OF FIRST GRADE		SCHOOL OF POLITICAL LITERACY
3-8 YEARS	KINDERGARTEN AND OTHER PRE-SCHOOL INSTITUTIONS				SCHOOL OF THE LIQUIDATION OF ILLITERACY		
UNDER 3 YEARS	NURSERY						
EDUCATION OF CHILDREN AND YOUTH					EDUCATION OF ADULTS		

# The DEEPENING CRISIS in Education

**T**HE DEPRESSION reached our schools later than it did industry, trade, and agriculture. It is causing greatest havoc in the schools after recovery has been inaugurated in other departments of our national life. Here are some casualties of the crisis in education:

One hundred thousand more children are this year denied all educational opportunities because of closing schools.

Shortened school terms will put at least another million additional children on learning rations close to the level of mental starvation.

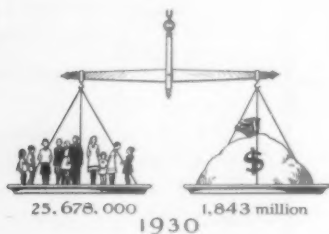
One of every two cities has been compelled to drop some important school service.

One of every three teachers must work this year for less than the "blanket code" minimum for unskilled labor.

Twenty-five thousand teachers have been dropped, while a million more pupils have come into the schools.

Two hundred thousand certificated teachers are unemployed.

Two hundred and fifty-nine school districts in 29 States have been compelled to default on bonds.



The number of pupils per teacher is being increased—in 5 States there are on the average more than 40 pupils per teacher.

## Children without schools

One hundred thousand children are deprived of educational opportunity this fall because of the closing of schools due to lack of funds.

More than 1,650,000 children, 6 to 13 years old, are not in school in normal years.

Also there are 521,000 children, 14 and 15 years old, without schooling in normal years.

That makes a total of 2,280,000 American children of school age according to most compulsory education laws.

They ought to be in school, but they are not.

Nearly 2,000 rural schools in 24 States failed to open in 1933.

Many private and parochial schools are closing. Approximately 24 Catholic schools have closed, affecting 3,000 children.

Sixteen institutions of higher education have been discontinued since last year.

Estimates indicate that 1,500 commercial schools and colleges have closed.

In some communities free public schools have of necessity become tuition schools, admitting only those children whose parents can pay the rate asked. For example, in one town of 15,000 population, grade-school tuition was reported as \$3 per child per month; high-school tuition, \$5.50 per month. In this town at least 200 children whose parents could not pay the tuition charges were being denied an education.

## School terms shortened

Because of lack of available funds 1 of every 4 cities has shortened its school term.

Seven hundred and fifteen rural schools are expected to run less than 3 months this year.

Reductions in length of terms in rural schools are being made in face of the fact that the terms have been far from adequate; in 1930, rural schools for 1,500,000 children were open 6 months or less.

New reductions of term in city schools have come on the heels of a constant succession of reductions. Terms in practically every great American city are today 1 or 2 months shorter than they were 70 to 100 years ago.

Inadequate school terms for American children stand in sharp contrast to the school terms common for children in European countries: United States, 172 days (city, 184 days; rural, 162 days); France, 200 days; Sweden, 210 days; Germany, 246 days; England, 210 days; Denmark, 246 days.

Prospects for the coming school year: *Michigan*: 90 percent of schools will

shorten terms. *Nebraska*: 15 percent of schools will cut at least 1 month. *Missouri*: 1,600 rural schools face early closing.

## Salaries going lower

Most people have a vague idea that teachers' salaries are low. Few know how low they are. Almost no one realizes how low they have gone by comparison with other standards. For example: An unskilled factory worker laboring for a year at the minimum "blanket code" rate would receive \$728, which is little enough.

One of every four American teachers is now teaching at a rate of less than \$750 per year.

Prospects for early closing of schools make it possible to predict that 1 of every 3 teachers will this year receive for expert services less than \$750.

Two hundred and ten thousand rural teachers (about one half) will receive less than \$750.

More than 84,000 rural teachers will receive less than \$450.

One of every 13 Negro teachers receives \$25 per month or less.

In at least 18 States teachers are being paid in warrants cashable at discounts ranging from 5 percent up.

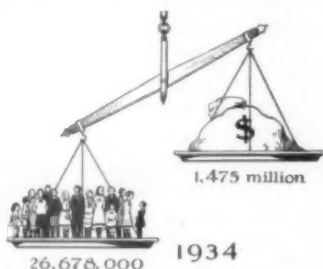
Recent State reports on teachers' salaries: *Arizona*: Reduced 20 to 40 percent. Additional reductions probable this year. Teachers have lost 10 percent in discounting warrants. *Colorado*: Reductions range from 5 to 20 percent. More lost through discounting warrants. *Iowa*: One half of all teachers (1933-34) will receive \$750 per year or less; legal minimum now \$40 per month. *Kansas*: Reduced perhaps to the extent of 30 percent. *Louisiana*: Reduced 10 to 40 percent—average, 20 percent. *Michigan*: Have been reduced, and will be reduced as much as 60 percent unless more aid is provided. Warrants have brought additional losses. *Missouri*: 1 teacher in 4 in rural communities taught last year from 1 to 4 months without pay. Three fourths of elementary teachers will receive less this year than the "blanket code" minimum for unskilled factory labor. Ten percent of rural teachers have contracted to teach for less than \$320 this year. *Nebraska*: Salaries reduced 40 percent. *Oklahoma*: Salaries reduced ap-



proximately 24 percent. *Tennessee:* Salaries down 25 percent this year.

### Curtailed school services

Due to lack of available funds schools have been compelled to drop overboard services of long recognized value in building better citizens. Here is what happened since 1930 in about 700 typical cities: 67 reduced art instruction, 36 eliminated it; 110 reduced the music program, 29 eliminated it; 81 reduced the physical education work, 28 eliminated it; 65 reduced home economics work, 19 eliminated it; 58 reduced industrial art in-



struction, 24 eliminated it; 89 reduced health service, 22 eliminated it.

One of every two cities has had to reduce or eliminate one or more services by which the schools have been helping future Americans to be healthier, to be abler home makers, more competent contributors to the life of their communities, and more intelligent users of the new leisure.

### More children—less money

Seven hundred and twenty-eight thousand more children were enrolled in high school in 1932 than 1930.

Elementary schools enrolled 115,000 fewer children in 1932 than in 1930 (first decrease on record).

Net gain: 613,000 pupils. This is more than the entire population of Montana. It is more than the combined population of Atlanta, Des Moines, and Salt Lake City. It is more than were enrolled in all our public high schools in 1900.

Today 93 of every 100 city children enroll in high school; 55 of every 100 rural children do likewise.

Abolition of child labor in industry by the N.R.A. puts another 100,000 children on the high-school doorstep.

*Any industry faced with rapid increase in business would expect an increase in total operating costs. Schools, forced to carry an increased burden, are required to carry on with less funds.*

Our Nation's schools are endeavoring to give adequate instruction to an army of pupils increased since 1930 by more than 1,000,000 pupils on current expenses decreased about \$368,000,000.

To teach 25,600,000 public-school pupils the United States 3 years ago spent \$10,600,000 (current expense) per school day. This year the schools are teaching a larger number of children on \$8,500,000 per school day, a decrease of \$2,100,000 per day (about 20 percent).

*There never was such a demand for educational opportunity as there is today. Because of more children and less money it has never been so difficult to satisfy that demand.*

### Fewer teachers

Approximately 200,000 certificated teachers are unemployed.

City schools employ today 18,600 fewer teachers, it is estimated, than in 1931.

Thousands more have been dismissed from private schools and colleges.

If we decided to operate city schools today with the same number of pupils to a teacher that we had in 1930, it would be necessary to hire more than 26,000 additional teachers.

If we decided to provide education for the 2,280,000 children 6 to 15 years of age not now in school, it would be necessary to add 76,000 teachers.

Thus, if the United States were really determined to give all of its children the minimum essentials of a modern education it would be necessary to engage one half of all certificated teachers now unemployed.

Businesses that increase take on more help; school enrollment has increased more than a million since 1930, but the number of teachers, city and rural, has decreased 25,000.

Teachers are unemployed, but classes grow larger. One State has an average of 44 pupils per teacher. The average for 5 States is more than 40.

Teachers are unemployed despite the fact that more than 1,500,000 children will this year be taught for 6 months or less.

### Why schools lack funds

Schools are the most completely local of American public services. To support them the most completely local source of income—real estate (farms, homes, stores, factories, etc.)—has been taxed.

Depression, crushing local real-estate values, is in turn crushing education. Paying for schools is difficult because of:

1. *Top-heavy mortgages.*—Fixed payments due on mortgages on farms and homes have become heavier and heavier burdens as incomes declined. As a result many a citizen has been forced into this bitter dilemma: Shall I save my home or farm or shall I save the school?

2. *Tax delinquencies.*—Many citizens have been unable to pay taxes. Delinquencies in taxes for schools run as high as \$100,000,000 in a single State.

3. *Tax limitations.*—Alarmed at the prospect of losing their homes or farms because of failure to pay taxes, citizens have secured legislation sharply limiting the tax rate on real estate and thereby the amount which can be raised to pay for schools.

4. *Closed banks.*—Closing of banks was an added blow. School funds frozen in banks in one State total \$15,000,000.

5. *Lower assessments.*—Decrease of real estate values brings a decrease in assessed values for taxing purposes, which brings a decrease in the amount which a given tax rate will provide for schools.

6. *Differences in wealth.*—A tax of \$10 on every \$1,000 of property for school support would produce \$58 per child in one State; \$457 in another. Thus States stagger under unequal burdens in trying to maintain equality of educational opportunity.

School patrons have turned to State governments for help. A few States have come to the rescue of hard-pressed school districts. In most cases relief and other needs prevent States from rendering assistance to schools.

### Sources

Facts on the crisis in education are derived from a recent Office of Education poll of State superintendents of schools (Circular No. 119) and city superintendents (Circular No. 125); the biennial surveys of education; National Education Association study of salaries of rural schools teachers and principals; advices from foreign education authorities (Bulletin, 1933, No. 14, *The Effects of the Economic Depression on Education in Other Countries*); 1930 United States census; a recent National Education Association study of rural schools; reports from the Bond Buyer; and other sources.



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# Catholic Seminaries

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**C**ATHOLIC seminaries in the United States are of two kinds, major seminaries and preparatory seminaries. The major or theological seminary provides courses in Holy Scripture, philosophy, theology, etc., and gives young men immediate preparation for ordination. In some cases, especially in institutions conducted by religious orders, part of the course is studied in one seminary and the remainder is pursued in another seminary conducted by the same order. Students are admitted to major seminaries only after they have received the necessary preparation in preparatory seminaries or colleges.

The preparatory seminary is a classical college. The chief difference between the preparatory seminary and the regular college lies in the distinctly ecclesiastical purpose of the former, which, as a rule, admits only those who intend to enter the sacred ministry. The curriculum of the preparatory seminary usually covers 4 years of high-school work and the 2 lower years of the college classical course. Preparatory seminaries will be discussed more fully in a later article. The present discussion will deal only with major seminaries.

## Major seminaries

The 1932 Biennial Survey of Catholic Colleges and Schools, conducted by the Department of Education of the National Catholic Welfare Conference, shows that there are 93 major seminaries in the United States.

Seminaries may be divided according to the type of control into two classes—the secular and the religious. The former are destined for the training of the secular or diocesan clergy; the latter for the training of the clergy of the various religious orders. Secular seminaries are usually conducted by diocesan priests, under the direction of the bishop, although several of them are in charge of religious congregations. The religious seminaries are conducted by members of the religious bodies to which such institutions belong.

Of the 93 major seminaries in the United States in 1932, 16 are conducted by diocesan clergy, 1 by diocesan clergy and a religious order, and 76 by religious orders. Thirty religious congregations and socie-

★ **JAMES E. CUMMINGS**, *Statistician, Department of Education, N.C.W.C., Describes Important Sector in Catholic Educational Program*

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ties are represented in those seminaries conducted by religious orders. Sixty-one of these seminaries were given over exclusively to the training of candidates of the various religious orders, 23 to the training of secular priests, and 9 to the training of students for both fields of religious work.

An examination of the reports received from the 93 major seminaries in 1932 shows that 52 have departments of philosophy and theology, 25 have only a department of theology and 16 have only a department of philosophy. Of those that have a theology department 67 give the full 4-year course, 3 give a longer course, and 7 do not give the complete course. As already explained, the entire course in some cases is not taken in any one seminary. In seminaries that have a department of philosophy 48 give a 2-year course and 20 give a longer course.

The following information received from several of the seminaries will prove helpful in gaining an understanding of the seminary curriculum.

"The curriculum of St. John's Seminary, Little Rock, Ark., covers a period of 12 years: The course of philosophy 2 years, the course of theology 4 years and the course of humanities 6 years."

"Besides the regular courses the students of theology of the Sulpician Seminary, Washington, D.C., follow courses in education and sociology at the Catholic University of America, 3 periods a week for 4 years."

"The students of The Viatorian Seminary, Washington, D.C., pursue their theology at the Catholic University of America. In our institution they take work in liturgy, preaching, ascetical theology and church music."

"St. Mary's Seminary, Lemont, Ill., sends the clerics after 3 years philosophy to the University of Ljubljana, Yugoslavia, for theology and to learn the

Slovenian language because our Commissariat of the Holy Cross is for the Slovenian immigrants."

St. Mary's Seminary, Baltimore, is conducted by the Sulpicians, a society of secular priests founded especially for training the clergy. The Catholic University of America, which also enrolls divinity students from all parts of the United States, has intrusted to the Sulpician Fathers, under the general supervision of the rector and vice rector, the spiritual direction and care of the theological students.

The Pontifical College Josephinum, Worthington, Ohio, is not diocesan. It is national and trains priests for needy dioceses without expense to the diocese. It also specializes in German for the benefit of any diocese requiring priests who can speak German.

With the exception of St. Paul Seminary, St. Paul, Minn., which was endowed by Mr. and Mrs. James J. Hill, the seminaries are dependent upon the diocesan collections for their support. Here and there burses have been established, and special funds secured; but, in general, the expenses are defrayed from the yearly offerings. Students from other dioceses who attend a diocesan seminary are supported by their respective bishops. Religious seminaries are, of course, supported by the respective religious orders.

## Courses

The length of the curriculum of the diocesan seminary was definitely fixed by the Third Plenary Council of Baltimore: "In all seminaries the course of study shall embrace not fewer than 6 years, 2 of which shall be devoted to the study of philosophy and 4 to that of theology."

"The regular course of study of Dominguez Seminary, Compton, Calif.,

comprises 5 years of theology and 3 of philosophy."

"After 3 years of philosophy and fundamental theology the students of the Dominican House of Studies, River Forest, Ill., are sent to the Dominican House of Studies, Washington, D.C., where the theological course is completed and the students are ordained."

"With the Passionist Fathers the entire course is not taken in any one monastery. The class of students at St. Gabriel's Monastery, Des Moines, Iowa, are in their third year of theology."

In the 93 seminaries the instruction staffs included 341 religious and 211 secular clergy in the department of theology. Fifteen lay teachers were also included in this department. The department of philosophy included 287 religious-order priests, 118 secular priests, and 27 lay teachers. Excluding dupli-

cates the total number of instructors in the major seminaries in 1932 was as follows: Religious-order clergy 580, secular clergy 267 and lay teachers 36. The grand total of 883 instructors was practically the same as in 1930 when 886 instructors were reported.

In 1932 the number of students enrolled in courses in theology was 4,928. Of this total 1,665 were students training for religious orders and 3,263 were students training for the secular clergy. A total of 2,891 students were enrolled in courses of philosophy. This total included 1,463 religious-order students and 1,428 aspirants to the secular priesthood. Excluding duplicates the total number of students training for religious orders was 3,045 and for the secular clergy 4,682. The grand total of 7,727 students in 1932 was an increase of nearly 100 students over the total of 7,632 in 1930.

## N O C—A New Service

RECENT economic changes and the present economic crises have greatly emphasized the need for more and better information relating to the varied phases of vocational guidance and vocational education, and for a better distribution of the best information already available; likewise, for the creation of some agency of Nation-wide scope equipped to address itself specifically, and in a comprehensive way, to the general problem of occupational adjustment. The National Occupational Conference (N.O.C. for short) has been formed to meet a timely and urgent need.

The conference is a cooperating group of leaders in education, vocational guidance, personnel work, and allied activities, with representatives from industry, business, and labor, who are vitally interested in the task of helping youth and adults to orient and adjust themselves in a changing occupational world in which occupations not only change their character but are born or die overnight, thus altering—so to speak—the occupational map. A central office has been established to serve as a clearing house of information on occupations, occupational trends, and guidance techniques, methods, and programs.

While the conference is especially concerned with those kinds of information that will be most useful to the "working counselor", it seeks also to assist school and college administrators and teachers, and social agencies and organizations of

miscellaneous description, through its informational and consultative services. Besides gathering and disseminating data which exist (and this implies, of course, a continuing process), the plan of action includes extension of the existing stock of knowledge. This means the encouragement of sponsorship of fresh surveys and researches, a number of which have already been undertaken for the purpose of filling gaps or of evaluating present procedures. Further, the National Occupational Conference offers its aid in coordinating research in the occupational and guidance field.

At the Northeastern Conference on Vocational Guidance, the first of several regional conferences projected by N.O.C., the vocational counselors and the teachers and administrators of guidance who participated rated as among the highest in importance of a hundred recommendations prepared in discussion groups, one that called for "the development of ways and means of assembling and distributing current information on occupational distribution and trends, with special reference to changes in the absorptive capacity of different occupations." Studies of occupational supply and demand, and of the possibilities of predicting tomorrow's supply and demand, are in progress under N.O.C. auspices. Other important investigations in which the conference is directly or indirectly concerned relate to

[Continued on page 84]

## Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (\*), in the current number of the Bibliography of Research Studies in Education.

BLEDSE, LUTHER E. The permanent cumulative record on the junior college level. Master's, 1933. West Virginia University. 72 p. ms.

BOWLER, SISTER MARY M. A history of Catholic colleges for women in the United States of America. Doctor's, 1933. Catholic University of America. 145 p.

BRODIE, ELBRIDGE C. A study of teacher certification in Texas. Doctor's, 1932. New York University. 171 p. ms.

EASON, THOMAS D. History of teacher certification in Virginia. A review of the laws and regulations from 1870 to 1932. Master's, 1932. New York University. 149 p. ms.

EMME, EARLE E. A study of the adjustment problems of freshmen in a church college. Doctor's, 1932. University of Chicago. 125 p.

GERSTMYER, EVA E. A study of the relative value of test-determined supervisory aid versus non-test-determined supervisory aid in the supervision of primary reading. Master's, 1933. Johns Hopkins University. 108 p. ms.

HAAGE, CATHERINE M. Tests of functional Latin for secondary school use based upon the recommendations of the Classical investigation. Doctor's, 1932. University of Pennsylvania. 192 p.

HAWKES, HOWARD G. Some late developments in organization and administration of health education. Master's, 1933. Boston University. 51 p. ms.

HOPKINS, THOMAS W. Educational standardization and the foreign child. Doctor's, 1932. New York University. 276 p. ms.

KATSE, ABRAHAM I. Some changing theories of the nature of measurement with special reference to its value in education. Master's, 1932. New York University. 102 p. ms.

KNIGHT, CHARLES B. A history of early education in Roxbury, New Hampshire. Master's, 1933. Boston University. 220 p. ms.

KRAMER, GRACE A. The effect of certain factors in the verbal arithmetic problems upon children's success in the solution. Doctor's, 1933. Johns Hopkins University. 106 p. (Studies in education, no. 20.)

MERRILL, J. VEY. Public school publicity. Master's, 1932. Boston University. 110 p. ms.

NELSON, THOMAS L. Comparison of the achievement of pupils in schools of 1 or 2 teachers with that of pupils in schools of 8 or more teachers. Doctor's, 1932. University of California. 141 p. ms.

RAZRAN, GREGORY H. S. Conditioned responses in children: a behavioral and quantitative critical review of experimental studies. Doctor's, 1933. Columbia University. 121 p. (Archives of psychology, no. 148.)

—RUTH A. GRAY.



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## Have You Read?

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"DO THE school principals of the United States read?" asks Jesse H. Newlon in "The Principal's Professional Library" in *School Executives Magazine* for October. He reviews briefly the popular choice of magazines and books, and suggests means of broadening the scope of professional and nonprofessional reading.

Mary Dabney Davis, of the Federal Office of Education, presents in *Childhood Education* for October a review of existing legislation showing the increase of State laws affecting young children.

Contrary to our usual custom we should like to cite the entire contents of the *Journal of Adult Education* for October as worthy of attention for its particularly stimulating and worth-while articles. To specify the interesting articles would be to copy the table of contents.

The *Minnesota Journal of Education* for November contains an article on "Salaries and the cost of living", written by Walter Crosby Eells, of Stanford University.

How "the new school year begins" in Russia is described in *Soviet Union Review* for October.

Three of the general magazines for November carry interesting articles on the school situation. In the *Atlantic* is a "Spasmodic diary of a Chicago school-teacher", covering the dates March 28 to September 8, 1933. Mrs. Avis D. Carlson has contributed to *Harpers* an article entitled "Deflating the Schools", pointing out what has been done to schools in various States. "But it is a crying shame", she concludes, "that the children have to foot the bill." How the "richest country on earth" has been treating its schools is reported in *Cosmopolitan* by Helen Christine Bennett in an article entitled "The little red school-house is in the red."

The *National Student Mirror* published by the National Student Federation (218 Madison Avenue, New York City) issued its first number in October. Its aim is to afford to students and other thinking people a means of expression and a source of information and to help to develop a healthy public opinion.

The Los Angeles City School District has issued as its School Publication No.

235, a survey of the school library system of Los Angeles. It is a symposium by librarians, giving "the best experience of many school librarians over a period of 30 years in the fifth city of the United States."

"Rapidly aging young man" is what Milton S. Mayer calls President Robert Maynard Hutchins in a brilliant article in *Forum* for November. He discusses the University of Chicago and its development in the past 4 years as well as the part played by President Hutchins.

A large part of *Education* for October is devoted to the subject of music in the school, the music teacher, the junior high school band, public support of school music, music camps, and music pedagogy of the future.

The leading article in *Occupations* for October is by Secretary of Labor Perkins, "Whose responsibility?" She shows that "the gospel of the New Deal is applied specifically to the problem of occupational guidance, training, and adjustment."

—SABRA W. VUGHT.

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## South Africa Speaks

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E. G. MALHERBE, *education director, visited our schools, and compares effects of depression on education in both nations for SCHOOL LIFE.*

IT SEEMS to me when viewing your emergency measures toward national recovery in the United States, from the point of view of an outsider—a visitor from one of the remote corners of the earth, South Africa—that two things stand out clearly in your present situation.

In the first place, that the depression hit the whole economic structure of the country and therefore needed measures on a national scale in order to bring the Nation on the road to economic recovery.

The second thing that strikes me is that at a time when a long-sighted policy of rehabilitation (i.e., through both an extensified and an intensified program of education) is most urgently needed, the existing State machinery which ought to make that program possible has lamentably broken down. Instead of stepping up the educational program, I find here to my horror, that schools have been closed to such an extent that hundreds of thousands of school children are locked out; that thousands of teachers are without work and that of those who are teaching about one fourth earn a lower wage than the minimum laid down by the N.R.A. for unskilled laborers. This seems to me to indicate the utter breakdown of the principle of the self-sufficiency of the States to care for the education of the Nation's children. And if you regard education as one of the measures of recovery, it seems to me that you should be logically consistent and request the Federal Government to step into the breach and to help out on education, just as it is doing on other matters.

Though we have in South Africa been hit by the depression just as much as the United States, we have to a large extent spared our educational system the shock of the blow, simply because our political structure was different. Just as the child in the mother's womb is more carefully insulated and protected than almost any other part of the mother's body, so the South African political structure (framed somewhat on British lines) has an educational system pretty well insulated from exterior shock because it is regarded as vital for the continuation of its life as an organic society. Our national or Union Government subsidizes the four Provinces, which have absolute control over primary and secondary education, to the extent of about \$80 per pupil in average attendance. Actually the Provinces spend more than this amount, according to their power to tax themselves. Let it be pointed out, however, that the Union Government does not in consequence of this subsidy exercise any control whatsoever over primary and secondary education—though it could if it wanted to—theoretically the constitution has given the Union Parliament power to legislate in any field affecting the welfare of the South African people. I mention this because it does not seem to follow, as many people seem to fear, that your Federal Government should necessarily control education in the States merely because it subsidizes it.

When the depression came the resources of the poorer Provinces, of course, petered out and teachers' salaries were cut—but never more than 10 percent. Now it is 5 percent less than it was. Some, but only a relatively few, teachers

[Continued on page 77]

# Higher Education's Roster

IN THE United States, 1,466 institutions of higher education are in operation according to the Educational Directory, 1934 (Bulletin 1934, no. 1, part III).<sup>\*</sup> This number is fewer by 20 than the number listed a year ago. One institution closed in each of the following States—Arkansas, Illinois, Kentucky, North Carolina, Texas, Virginia, and Wisconsin, 2 each in Georgia and Nebraska, and 4 each in Missouri and New York.

The accompanying table reveals the classification of the 1,466 institutions of higher education. Twenty-six percent are under State support and control; 8 percent are under municipal control or a part of the public-school system; 21 percent are privately managed, and 45 percent are supported by church denominations.

The classification "colleges and universities" refers to those institutions which require for admission graduation from a

The "independent professional schools" are those not connected with any university, but which offer professional work, particularly in law, theology, medicine, engineering, music, etc. These 203 institutions do not, as a rule, offer arts and science courses but confine themselves more or less to professional training.

"Teachers colleges" are for the most part State institutions offering 4-year curricula leading to a degree. These institutions and the normal schools prepare most of the elementary teachers in the United States, and a considerable fraction of the high-school teachers as well. The teachers colleges number 160, of which 12 are for Negro students. Ninety-seven "normal schools" offer 2 or 3 years of college work but do not grant degrees.

"Junior colleges" are 2-year institutions offering college work but not granting the bachelor's degree. Students who attend these institutions must transfer

Classification of institutions of higher education, 1934

Type of institution	State			City or district			Private			Denominational			Total
	Men	Women	Coeducational	Men	Women	Coeducational	Men	Women	Coeducational	Men	Women	Coeducational	
Colleges and universities:													
White.....	6	8	80	1	1	9	18	29	75	71	90	221	609
Negro.....			10			1		1	6	2	2	23	45
Independent professional schools:													
White.....	8		8				18	3	68	61		34	200
Negro.....									1	1		1	3
Teachers colleges:													
White.....		8	125		2	3		2	6		1	1	148
Negro.....		1	9			1			1				12
Normal schools:													
White.....		3	41	1	5	6		22	6	1	1	2	88
Negro.....			6			1						2	9
Junior colleges:													
White.....	2		61			88	9	31	17	13	39	81	341
Negro.....			1			1			1		1	7	11
All institutions:													
White.....	16	19	315	2	8	106	45	87	172	146	131	339	1,386
Negro.....		1	26			4		1	9	3	3	33	80
Grand total.....	16	20	341	2	8	110	45	88	181	149	134	372	1,466
Summary:													
Number of institutions.....		377			120			314			655		1,466
Percentage.....		26			8			21			45		100

standard secondary school (or equivalent), offer a 4-year curriculum leading to a bachelor's degree, and include liberal arts studies in their offerings. There are 609 of these institutions primarily or exclusively for white students, and 45 for Negro students only.

<sup>\*</sup> Now available from the Superintendent of Documents, Washington, D.C., Price 5 cents. Lists addresses and names of presidents and heads of departments of universities.

their credits and continue in a 4-year college if they desire a bachelor's degree. Of the 352 junior colleges listed, 11 are for Negro students, and of the remainder 151 are supported by public funds. Of the 1,386 higher educational institutions that white students attend, 209 are men's colleges, 245 are women's colleges, and 932 are coeducational institutions.

—WALTER J. GREENLEAF.

## South Africa Speaks

[Continued from page 76]

were declared redundant owing to increasing the per teacher quota of pupils in the urban schools. Even then the average salary per teacher remained over £300 per annum, i.e., about \$1,500. So that, when I view the American situation I think that we as teachers in South Africa have been relatively fortunate. And the reason for this seems to be that it was because our Provinces had the backing of the nation's resources to help them out. The \$80 subsidy from the Union remained unimpaired—the solid rock to take the shock of the depression and saved the weaker Provinces from being overwhelmed by the wave of depression when it did strike us, just as it has struck you.

Our educational system is far from perfect. I can dilate for a long while on its shortcomings, but by means of our peculiar financial and administrative organization we did at least save our children from what would otherwise have been a disastrous calamity and our teachers from a humiliation which could have damaged the prestige of the teaching profession in an almost irrevocable way.

I cannot help feeling that the logic of circumstances will yet drive you in this country to do the sensible and just thing by your Nation's children, viz, to give at least every child an opportunity to participate (to the extent that he can profit) in the financial resources of the richest Nation in the world.

## ★ New Courses

Pennsylvania department of public instruction announces the completion of courses of study in science, and the social studies. The science course may be used in 12 grades. The social studies course is for grades 7, 8, and 9. Material included in the courses is part of a curriculum revision program in Pennsylvania public schools organized under the direction of William H. Bristow, deputy superintendent, department of public instruction.

## ★ Mort Gets Medal

Dr. Paul R. Mort, professor of education and director of the School of Education, Teachers College, Columbia University, was awarded the Butler Medal of the University this year. He received the medal in silver in recognition of his leadership in the study of financing of public education, particularly for his report on State Support for Public Education. This report resulted from the National Survey of School Finance which Dr. Mort directed for the Federal Office of Education.

# Are We a Nation of 12-year-olds?

**T**HE assertion that the men and women of the United States have the same intelligence as that of 12-year-olds has been made continuously for the last decade. In many instances, if not in most, the person making the assertion is using it as an argument for lowering the educational or cultural level of whatever he is promoting. The educational and cultural level of newspapers, magazines, movies, and radio presentations have, no doubt, been to some extent lowered by those in charge of these activities, on account of the weight of this oft-repeated and widely disseminated assertion.

It happens that *the assertion is not true*. Most of the persons making the assertion have probably been sincere in their statement of it. This false knowledge has been bandied about for such a long time that it has become universal knowledge. Educators should do their best to counteract all forms of propaganda which use this false premise.

We shall present in very brief form reasons why the statement is untrue.

The statement that the intelligence of the adults of this country was about that of 12-year-olds came about through a misinterpretation of the data obtained from the intelligence testing carried out in the Army during the World War. There are several factors at work which brought about this misinterpretation. Only the most important however will be mentioned here. The mental ages obtained on the intelligence tests used in the Army were based on equivalent mental ages found on the individual Binet intelligence test. This Binet test however underrates adult intelligence. It does this because in its standardization a more or less select group was used in the upper-year levels. Therefore the results on the Army testing as far as mental ages are concerned are good only in a comparative way. That is, a soldier who obtained a mental age rating of 14 was better than one receiving a mental age rating of 13. But neither of the scores can be interpreted to mean that the two soldiers had the intelligence of 14- and 13-year-olds, respectively. All that is known from the Army testing is that each individual actually rated a higher mental age than he was given

★ **DAVID SEGEL**, *Specialist in Tests and Measurements, Explodes the Popular Myth, Declaring that The Assertion Is Not True*

credit for by the test. How much higher we cannot tell from the Army data alone.

Later researches have shown positively that the intelligence of the adults of this country will average considerable above that of 12-year olds. We shall mention two researches of the mental ability of adults in comparison with that of children. There are other researches which give additional evidence of the type we present here. Thorndike<sup>1</sup> had individuals of different ages from 10 to 45 tested on a great variety of mental tasks showing ability to learn. Similarly Jones and Conrad<sup>2</sup> had individuals of ages 10 to 50 tested for ability to learn by using the Army Alpha Intelligence Test. The mean results from these two studies have been drawn into a curve as shown below

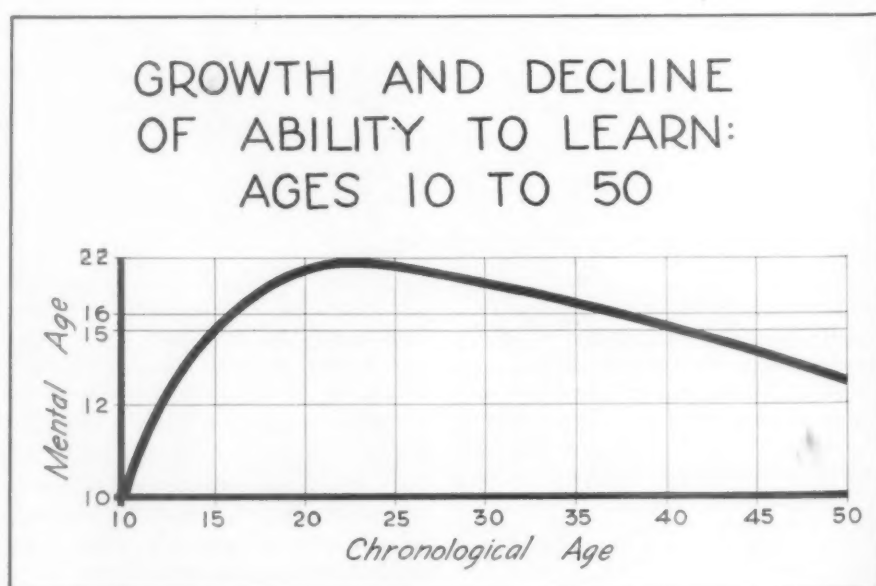
<sup>1</sup> Thorndike, Edward L. *Adult Learning*. Macmillan Co., 1928.

<sup>2</sup> Jones, Harold E. and Conrad, Herbert S. *The Growth and Decline of Intelligence: A Study of a Homogeneous Group between the Ages of Ten and Sixty*. Genetic Psychology Monographs. Vol. XIII. No. 3, March 1933.

representing the growth in ability to learn from the age of 10 to 50.

This figure shows that the line of growth in ability to learn rises rather sharply until about the age of 15 or 16, then rises less and less sharply until about the age of 22 or 23. From this age the curve begins to drop, at first very slowly, and then more and more pronounced but never precipitously. This curve shows that the ability to learn increases until the early twenties. The mental age of the adults of the early twenties (20-25) is therefore above that of any age group in the teens. This particular group of adults has a mental age according to these researches of almost 10 years above that postulated by those who claim that our adults have the mental age of 12-year olds. At no age level does the average mental age obtained from these two investigations fall to that of the 12-year olds.

It will be noted from the curve that the differences in intelligence scores between the mental ages after 16 become less and





less. Just how much these differences mean in absolute standards cannot be determined from the data in these investigations. It is possible that a small increment of ability at these higher levels means much more for society as a whole than a larger increment at a lower level. The concept of mental age in itself is not one which is being defended here. Above the age of childhood it becomes merely a mental rating. It is used in this discussion as a device for showing that the popular and universal notion about the mental age of adults is wrong.

According to these researches then, the mental age, as far as ability to learn new material is concerned is considerable above that of 12-year olds. The adult population has an *adult intelligence and not a childish intelligence*.

In order to show this more clearly, an approximation of the numbers of adults of various mental ages has been made. This is given below. By adults is meant men and women of the ages 16 to 50. This adult group includes 75 percent of the adult population 16 years and over and represents the most

active years of a person's life. The number of persons living at various ages was obtained from the 1930 census. In getting at the percent of adults at different mental age levels we have postulated that the deviation from the average level at each age is of the same proportionate amount. This means, for example, that at the chronological age of 21, while the average mental age is 21, there will also be groups having the mental ages of 22, 23, 24, etc., in diminishing amounts, as well as groups having mental ages of 20, 19, 18, etc., in diminishing amounts.

By an inspection of this figure it will be seen that only 5 percent of this adult population have a mental age of 12 years or less, whereas 71.8 percent have a mental age of adults, i.e., 16 years or over. The average mental age of the men and women of this country according to this method of calculation is 17.7. *This average shows that the popular notion that the average man or woman has the mind of a 12-year old is very very erroneous.*

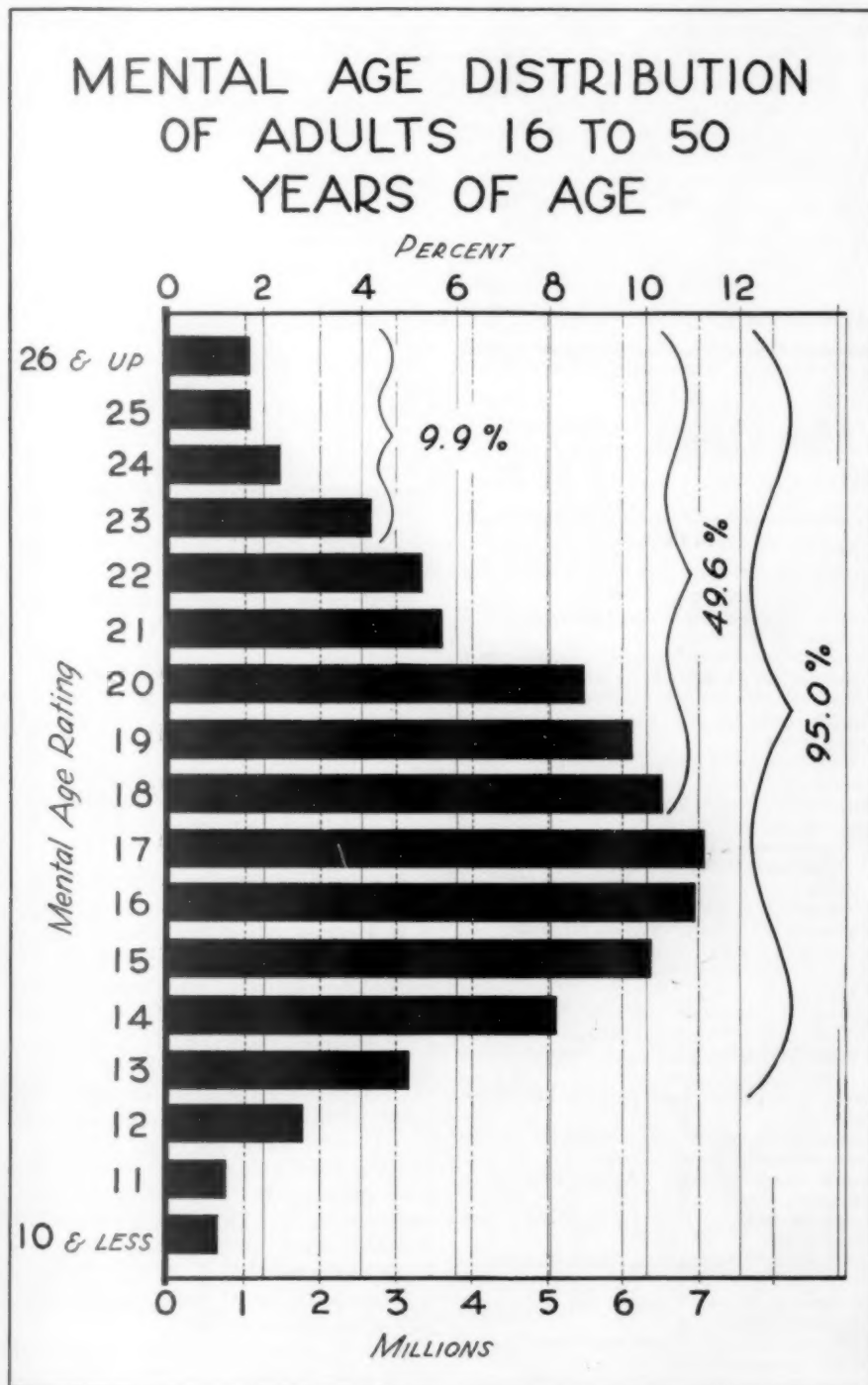
For the every-day practice of living, due to the factor of experience, the ability of a man in those things he practices more or less continuously, does not begin to decline in the twenties. It is probable that the increase in all-around ability—not just ability to learn in a new situation—counteracts the tendency of the curve shown in the first figure so that instead of going down it goes up for some time after the twenties. It is possible that this all round ability does not begin to decline until quite late in life.

### To Save The Schools

[Continued from page 67]

spect to State administration of education. "A feeling has existed for a long time that the State board of education was too large, had too many persons on it not directly interested in education and too many ex officio members."—(*Indiana Teacher*, May 1933, p. 10.) The legislature sought to remedy this situation by providing for a new State board consisting of 9 members—the Governor, Lieutenant Governor, and the State superintendent as ex officio members, and 6 additional members appointed by the Governor, 4 of whom shall be actively engaged in educational work. The old board had 7 ex officio members. Abolition of ex officio members from State boards of education is a tendency observed in educational legislation of recent years.

The limits of this article will not permit a review of all notable legislation affecting education in 1933. Legislative action in one other State, West Virginia, was given special attention in October *SCHOOL LIFE*.



## Soviet Education

[Continued from page 71]

work in that unit and its relation to other units. Actual vocational training comes later in the technicums and factory schools where the boy or girl divides the time between study and productive labor. The institutions of higher education are expected to furnish the expert technicians who will bring to fruition the national economic plans and policies.

The organization of instruction is shown in the accompanying diagram taken from Dr. Albert Pinkevitch's book entitled, "The New Education in the Soviet Republic." The markedly distinctive feature is the complete system of education for adults which is designed to make them literate, lead them by progressive steps into communistic beliefs and activities, and give them such technical training as will make them socially useful workers. It opens the way for an illiterate adult to attain university training. In that part of the organization arranged for children and youth, preschool training

has an unusually prominent part. Nursery schools must be connected with every factory and plant and are built to satisfy the needs of the child and his working mother. The creche cares for the infant for 10 or 11 hours of the day, more hours than the mother is at work, and even this early in life an attempt is made to give the children ideas of collective social living.

In a country where men and women have the same juridical and economic rights, coeducation is a matter of course. Separate schools are almost unknown in the Union. The teaching of religious faiths is prohibited in all State and public schools. The education system is multilingual; each of the 152 nationalities in the Union has the right to establish instruction through its own language. The central authorities encourage and help the minorities to develop their mother tongues and native literatures. Education is not compulsory throughout the Union but the plan is to make it so very soon.

The Soviet authorities report 7,000,000 children in preschool institutions; 24,000,000 in elementary schools; 1,437,000 in

workers' faculties and in technicums or technical high schools; 1,200,000 in factory apprenticeship schools; 506,000 taking workers' training courses; 115,000 in the party schools and communist universities; 500,000 in higher schools; and 30,000 workers in scientific institutions. If there are no duplications in these data, the total is 34,788,000.

The total figure for the United States is around 30,818,000 divided into preschool, 770,000; elementary, 23,482,000; secondary, 5,512,000; and collegiate, 1,154,400. The population of the Soviet Union was estimated for 1931 at 161,000,000; that of the Continental United States was 122,775,000 in 1930.

For those who may wish to read further about education in the Soviet Union, the following listed books are suggested:

CHARQUES, R. D. Soviet education. London. The Hogarth Press. 1932. 48 p.

CONUS, Dr. E. Protection of childhood and motherhood in the Soviet Union. Moscow. State Medical Editorship. 1933. 118 p.

COUNTS, GEORGE S. The Soviet challenge to America. New York. The John Day Co. 1931. 372 p.

HARPER, SAMUEL N. Civic training in Soviet Russia. Chicago. The University of Chicago Press. 1929. 401 p.

KANDEL, I. L. Comparative education. New York. Houghton Mifflin Co. 1933. 922 p.

PINKEVITCH, ALBERT P. The new education in the Soviet Republic. New York. The John Day Co. 1929. 404 p.

SOVIET UNION SOCIETY FOR CULTURAL RELATIONS WITH OTHER COUNTRIES. The School in the U.S.S.R. (Vol. I-II, 1933 of V.O.K.S.) Moscow International Press. 1933. 172 p.

WOODY, THOMAS. New minds: new men? New York. The Macmillan Co. 1932. 528 p.

## Educational Meetings

American Academy of Political and Social Science. Philadelphia, January 5-6.

American Association of Junior Colleges. Columbus, Ohio, February 23-24.

American College Personnel Association. Cleveland, February 22-25.

American Educational Research Association. Cleveland, week of February 24-March 1.

American Medical Association, Council on Medical Education and Hospitals. Chicago, February 12-13.

Associated Guidance Bureau. New York City, February 3.

Association of American Colleges. St. Louis, Mo., January 18-19.

Camp Directors Association. New York City, February 22-24.

Head Masters Association. Cambridge, Mass., February 9.

National Association for Research in Science Teaching. Cleveland, February 25-27.

National Association for the Study of the Platoon or Work-Study-Play Organization. Cleveland, February 27.

National Association of High-School Inspectors and Supervisors. Cleveland, week of February 24-March 1.

National Association of Officers of Regional Standardizing Agencies. Cleveland, week of February 24-March 1.

National Association of Secretaries of State Teachers Associations. Oklahoma City, February 8-10.

National Association of Teachers Agencies. Cleveland, week of February 24-March 1.

National Committee of Bureaus of Occupations. Cleveland, week of February 24-March 1.

National Committee on Education by Radio. Washington, D.C., January 15.

National Committee on Research in Secondary Education. Cleveland, February 26.

National Council of Childhood Education. Cleveland, week of February 24-March 1.

National Council of Education. Cleveland, week of February 24-March 1.

National Council of Supervisors of Elementary Science. Cleveland, week of February 24-March 1.

National Council of State Superintendents and Commissioners of Education. Cleveland, week of February 24-March 1.

National Council of Teachers of Mathematics. Cleveland, February 23-24.

National Education Association. Cleveland, February 24-March 1:

Department of Classroom Teachers.

Department of Deans of Women.

Department of Elementary School Principals.

Department of Rural Education.

Department of Secondary School Principals.

Department of Superintendence.

Department of Supervisors and Directors of Instruction.

Department of Teachers Colleges.

Department of Vocational Education.

Municipal Normal School and Teachers College Section.

National Occupational Conference. Cleveland, February 21-24.

National Society for the Study of Education. Cleveland, week of February 24-March 1.

National Society of College Teachers of Education. Cleveland, February 24-28.

Secondary Education Board. Lakeville, Conn., February 16-17.

State Teachers Magazines, Inc., Cleveland, February 27.

Association of Kentucky Colleges and Universities. Lexington, January 13.

High-School Principals Association of Massachusetts. Boston, January 13.

Nebraska Association of School Boards and Executives. Hastings, Nebr., January 23-24.

## Enter CWA

[Continued from page 63]

ministrator now draws on two sources of funds: 1, Public Works funds which must be spent in accordance with the Public Works section of act 67, Seventy-third Congress; 2, F.E.R.A. funds (\$250,000,000) made available by act 15, Seventy-third Congress.

Mr. Hopkins will spend P.W.A. money for civil works projects according to P.W.A. rates of pay and hours of work. He will spend F.E.R.A. funds for educational projects, direct relief, and purchase of meat, wheat, etc., according to F.E.R.A. rules and regulations.

Mr. Hopkins still expects cooperation on the part of States and localities in handling relief problems. Although the Federal Government is taking a larger responsibility, this does not mean that State and local governments are relieved of their responsibilities. Thus school boards will probably have much greater chance to benefit from the C.W.A. if they will show a willingness to share the responsibilities and share the expenses.

Mr. Hopkins announced that State relief administrators and their staffs will be sworn in as Federal officers.

## Effect of a Survey

IN JUNE 1932, when the National Survey of School Finance was brought to a premature close as a Government project because funds for its completion were not appropriated, a number of important studies had been outlined and were under way. In order to salvage as much of this work as possible it was decided to point out and briefly describe these and other important unsolved problems in the field of school finance. Consequently one of the final reports of the Survey is entitled "Research Problems in School Finance."<sup>1</sup>

It was thought that a report of this nature prepared by eminent authorities would be of assistance to persons engaged in general school administrative work, would direct attention to the basic problems which confront legislatures and

boards of education in their difficult task of providing school funds, and would promote research on important phases of the problem. Accordingly it was thought that new courses in school finance would be offered in universities and colleges, or that courses previously offered in educational administration featuring school finance would be modified and that many individual projects would be undertaken by graduate students in this field. This Office is interested in knowing the results.

On July 3, 1933, a letter containing the following paragraph was sent by Dr. William John Cooper, who was then United States Commissioner of Education, to 105 universities and colleges offering graduate work in education:

"In order to determine the extent of research work completed or in progress on problems suggested by this report, I am asking you to kindly fill in such of the enclosed forms as necessary to give us this information. There are, as you will see, two different forms: One calls for infor-

[Continued on page 82]

## Vocational Summary

[Continued from page 69]

One of the fields to which vocational training has been extended in the last few years with good results, is that of home industries or handicraft. Special attention has been given by the Office of Education to training in these occupations in New Hampshire, Massachusetts, New York, and North Carolina. Courses have been established in these States for training in craft work in wood, leather, metal, basketry, and textiles. These classes are especially appropriate in a time like the present when many persons, especially in smaller communities, are seeking ways of earning some money through work which can be done at home. Particular emphasis is directed in such classes to practical applied design and to methods of placing the articles produced on the market. Hand-made furniture, hand-hammered copper and brass articles, andirons, fireplace equipment, special fabrics woven on hand looms, and hand-made and hand-decorated pottery are among the things produced in these handicraft work centers. Classes in handicrafts frequently fit admirably into programs of vocational training in small towns and rural communities.

## GENERAL

The total enrollment in vocational classes in agriculture, trade, and industry, and home economics for the fiscal year ended June 30, 1933, was 1,031,571, a decrease as compared with the previous year of 26,667. Most of this decrease is in trade and industrial courses—and more particularly in continuation classes. This is explained by the fact that these classes are intended primarily for boys 14 to 16 years of age who are employed and are taking instruction in part-time classes in subjects pertaining to their occupations. The consistent increase in enrollments in all-day vocational classes shown by State returns is doubtless due to the resort to these classes of boys and adults who have been unemployed and have returned to the all-day schools to prepare themselves for future employment. Decreases shown for enrollments in evening classes in agriculture and home economics are accounted for by lack of funds required to maintain these classes.

The number of persons in the United States disabled through industrial accidents or otherwise who were rehabilitated, given vocational training where necessary for occupations in which they could engage, and placed in permanent employment for the fiscal year ended June 30, 1933, was 5,613.—CHARLES M. ARTHUR.

Courses in school finance offered, or modified, as a result of school finance survey

School	New course	Modified course	Name of course	Modified by—
Alabama State University		X	School finance	Emphasizing budgetary procedures and public information.
Arizona State University		X	do	Using materials from report.
Bucknell University	X		Public-school finance	
Colorado State University		X	Cost and financing of education.	Adaptation to present tax situation.
Fisk University	X		City-school administration	
Kansas State Teachers College (Emporia)		X	School finance	Including all materials made available.
Kansas State University		X	Educational finance	Study of new sources of revenue, economies in financing schools, better budgeting and reporting.
Maine State University	X		School finance and school plants.	
Miami University		X	School finance	
Michigan State College		X	School administration	New approach and revised materials.
New York University		X	Business and financial administration of public education.	To be modified.
Do		X	Financial problems of colleges and universities.	Do.
Ohio State University		X	School finance	
Oklahoma Agricultural and Mechanical College		X	Public-school finance	Study of national survey results.
Pennsylvania State College		X	School finance	Using new materials.
Purdue University		X	School budgets and accounting.	
Rochester University	X		Public-school business administration.	
South Carolina State University		X	Public-school finance	Following rather closely survey report.
Teachers College, Columbia University	X		The organization of State support for public schools.	
Temple University		X	State-school finance	Using latest information, especially concerning legislation in Pennsylvania, New Jersey, and Delaware.
Tennessee State University		X	School administration, school finance.	
West Virginia State University		X	Public-school finance	Placing more emphasis on sources, taxation, State support, and economies of school finance.
Wyoming State University	X		The school budget	



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## Electrifying Education

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HIGH-SCHOOL debaters will be interested in the announcement that the National Association of Broadcasters, National Press Building, Washington, D.C., has recently issued a 176-page book on "Broadcasting in the United States", which is intended to be a defense of the broadcasting system in the United States. Copies may be obtained free from the association.

In response to numerous requests, the Federal Office of Education has issued a select list of "References on Radio Control and Operation."\*

Teachers of the Pacific coast will be interested in the new series of broadcasts on the history of education which is now on the air. The Affiliated Teachers Organization of Los Angeles has planned these broadcasts to show the parallel advance of our living standards and education. The programs are being dramatized by feature motion-picture players from the Metro-Goldwyn-Mayer Studios and the Fox Film Corporation.

A general list of "Catalogs of Non-theatrical Films" has been issued recently by the Office of Education.\*

"Government Departments Which Have Motion-Picture Films for Free Distribution" is the title of another sheet now available.\*

An examination of college radio programs indicates the popularity of drama, book reviews, modern language, music appreciation, agriculture, and home economics.

James G. Sigman's dissertation entitled "Origin and Development of Visual Education in Philadelphia" has been published recently by Temple University.

Miss Vida B. Sutton is now broadcasting "The Magic of Speech" series for the sixth year. This popular series is on the air at 2:00, eastern standard time, Friday

\* May be obtained free of charge from the Editorial Division, Office of Education, Washington, D.C.

afternoons over a coast-to-coast network of the National Broadcasting Company.

The Progressive Education Association is cooperating with the American School of the Air in presenting a series of weekly radio interviews on social-economic problems over a national network of the Columbia Broadcasting System. These broadcasts are on the air every Friday afternoon at 2:30, eastern standard time.

Members of high-school motion-picture clubs and amateur photographers will enjoy *Movie Makers*, the monthly magazine of the Amateur Cinema League, 105 West Fortieth Street, New York City.

—CLINE M. KOON.

### ★ Aims in Education

FOLLOWING are paragraphs from a radio dialog between Louis McHenry Howe, secretary to President Roosevelt, and Walter Trumbull, newspaper correspondent, on an N.B.C. hookup November 18:

*Mr. Trumbull:* Mr. Howe, you have covered the cases of almost everybody, it seems to me, except the teachers. I have been told that there are a great many teachers who are now unemployed.

*Mr. Howe:* Well, Walter, assistance has been found for them in a somewhat different manner. Not only that—the ability to teach has in itself created some new jobs.

*Mr. Trumbull:* Just what do you mean, Mr. Howe?

*Mr. Howe:* Walter, the investigators in the large centers discovered that there were other things the unemployed needed almost as badly as they did food and clothing. They needed courage, companionship, a common interest. So a system of classes has been worked out and now, instead of having nothing to do except sit around and think about their worries, they can use their time to advantage. It works this way, Walter. Say, for instance, that a group of unemployed wishes to learn something about carpentry, or geography, or cabinetwork, or philosophy—it doesn't make any difference what. Some person always can be found in a group who is fitted to teach one of these things if enough others are interested to learn it. These classes have been regularly organized and the teachers put on a salary. None of them gets a very big salary, but it certainly helps. The teacher is earning something of present value and the pupils are learning something of future value—something interesting they never before have had time to study. This is, of course, only one idea of many for employing idle teachers. The relief administration now has a regular educational department with a personnel borrowed from the United States Office of Education.

*Mr. Trumbull:* That's fine, Mr. Howe. It always has seemed to me that the new deal should furnish an opportunity for education for those who never have had a chance to study much—or even to go to school at all.

*Mr. Howe:* Yes, Walter, I don't think most of us realize that there are over 4 million persons in this great and enlightened country who are totally illiterate and 8 million more whose knowledge of reading and writing is so small that they are near illiterates. To them all literature is practically a series of closed books—the greatest writers of all time mean nothing to them even as names. A great many of us do not write the letters that we should, but these people cannot send or read a single word of news, or joy, or sorrow. Their outlook on life naturally is limited. They have to depend only on what they see or hear in their immediate surroundings. Until education is a thing which is possessed by all, no country ever can really reach its peak or realize its latent possibilities.

### Effect of a Survey

[Continued from page 81]

mation regarding the courses in school finance which are being offered or planned, or courses which have been modified as a result of suggested topics, and the other asks concerning individual studies being undertaken under your direction or in your school."

Of the 40 replies to the questionnaire, 18 schools report no new or modified course of study as a result of the survey report; 15 report that a course has been, or will be, modified; 1 reports 2 courses to be modified; 6 report the introduction of a new course.

The accompanying tabulation is a summary of the information concerning these new or modified courses in the field of school finance for graduate students as reported by 22 colleges and universities.

Twenty-six research studies were reported in progress in answer to the second part of the questionnaire, while one State university reports "many studies have been undertaken by graduate students through the suggestion of the National Survey of School Finance." Eight of the twenty-four studies are doctors' dissertations, 6 are masters' theses, 4 are reported as university bulletin chapters, and 8 are reported without classification. These projects are distributed in special fields as follows: 5 (each State-wide in scope) on "the effects of the economic situation on the schools"; 9 on various phases of "administering school finance"; 4 on "budgetary and accounting procedures"; 2 on "custody of school funds"; 2 on "State school support systems"; and 1 on each of the following subjects—"high-school tuition", "junior high school costs", "financing vocational education", and "economics in tax collections."—TIMON COVERT.

# New Government Aids For Teachers



U.S. ARMY AIRCRAFT



THE PUBLICATIONS LISTED May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.

**L**ABOR Through the Century, 1833-1933. 46 p., illus. (Bureau of Labor Statistics, Bulletin No. 597.) Free

A series of 40 pictures in miniature portraying the history of American labor, its progress and its problems, since 1830. Most of the pictures of the earlier periods are reproductions or adaptations of authentic contemporary prints before the days of photography. Some of these are Currier & Ives lithographs, some are drawings in early issues of Harper's Weekly, and some are undated prints of a still earlier period. (Civics; Sociology; Lithography.)

What are Labor Statistics For? 12 p., illus. (Bureau of Labor Statistics, Bulletin No. 599.) Free.

Pictorial charts, popularly treated, presenting selected types of facts and figures of interest which the Bureau is organized to collect. These charts are amplified by text. (Civics; Sociology.)

Radio Address of President Roosevelt from the White House, Sunday, October 22, 1933. 6 p. (White House.) Free.

Consumers' Guide. Vol. I, No. 4. Illus. Mimeog. 24 p. (Agricultural Adjustment Administration.) Free.

A biweekly bulletin to aid consumers in understanding changes in prices and costs of food and farm commodities and in making wise, economical purchases. Tells where your milk money went and how to select your Christmas turkey; discusses the cotton tax, the price of milk, butter, eggs, bread, potatoes, hens, lamb, steak, pork chops, lard, rice, and prunes; and gives wheat facts. (Civics; Home Economics.) Free.

National Recovery Administration. Summary of Permanent Codes Adopted to August 30, 1933. pp. 518-550, Monthly Labor Review, Vol. 37, No. 3, September, 1933. (Bureau of Labor Statistics.) 20 cents.

National Recovery Administration. Code for fair competition for—

Motor Bus Industry—No. 1741-4-03.

5 cents.

Mutual Savings Banks—No. 1707-03.

5 cents.

Stock Exchange Firms—No. 1710-03.

5 cents.

Toy and Playthings Industry—No. 1660-01. 5 cents.

Duck Raising. 1933. 22 p., illus. (Department of Commerce, Farmers' Bulletin No. 697.) 5 cents.

The following mimeographed publications of the Air Corps of the War Department are available free to teachers:

Airplanes of the Army Air Corps, No. U-978.

The U.S. Army Air Corps, No. U-938.

Air Corps Training. No. U-936.

## Pictures

The Present Types of Army Air Craft twenty-four illustrations mounted on one sheet, each illustration 2¼ by 1½ inches. (See illustration on this page for layout.) Free to teachers. (Air Corps, War Department.)

## Films

Swiss Cheese—Made in America. (Bureau of Dairy Industry.) (1 reel.)

Methods used at the Grove City, Pa., creamery, operated with Government cooperation, making cheese of a kind formerly largely imported.

The Horse and Man. (Bureau of Animal Industry.) (1 reel.)

An acknowledgment of the horse's part in the conquest of the New World, and in modern American life. Indian ponies, cow horses, plow horses, cavalry mounts, race horses, hunters, truck horses, and bucking bronchos.

## Maps

Topographic Map of the Proposed Mammoth Cave National Park, Kentucky. 34 by 26 inches. (U.S. Geological Survey.) Price, 30 cents.

Three groups of features are shown on this map: (1) Water, including lakes, rivers, dams, marshes, and other bodies of water; (2) relief, including mountains, hills, valleys, and other features of the land surface; and (3) culture (works of man), such as towns, cities, roads, railroads, trails, and boundaries.

Weather Map. Daily weather map of United States published at Washington, D.C., containing forecasts for all States east of Mississippi River belonging to Washington forecast district, June 1-30, 1933. Each 19 by 24 inches. Daily except Sundays and holidays, \$3 a year; 25 cents a month. Maps containing these forecasts are issued daily, except Sundays and holidays, at New Orleans, La.; Denver, Colo.; Chicago, Ill.; San Francisco, Calif.; and other field stations. (Weather Bureau.)

—MARGARET F. RYAN.

## NOC—A New Service

[Continued from page 75]

the techniques and methods of individual analysis and of job analysis, and to the measurement of results of particular forms of guidance activity and the evaluation of local guidance programs.

Though the National Occupational Conference recognizes the need for increased knowledge, useful alike to the counselor and the social planner, its main effort is directed toward helping, now, all those who want help in helping others with their personal occupational problems. This is largely a matter of gathering and disseminating the best information available on every subject from the use of aptitude tests to the organization of guidance in rural schools, and of keeping it up to date. The field service, for which there is no charge, functions by mail, by office consultation, and by visits (on request) to institutions and agencies which will pay expenses incident to travel. Its resources include a large collection of book, pamphlet, and file material. Special mention should be made of the 9,000-title bibliography kept up to date, and classified by 550 different occupations, which is in daily use in answering questions. This will shortly be published.

The conference has taken over the field service function of the National Vocational Guidance Association, with which it cooperates. The Vocational Guidance Magazine, formerly issued by the Association at Harvard University, is now published by the National Occupational Conference, in a new and enlarged format, under the name of Occupations, the Vocational Guidance Magazine. This appears monthly from October to June, inclusive, and constitutes a running record of events and developments in the field indicated by its title, as well as a forum for discussion of theories and practices. The publishing program embraces also a series of pamphlets, the first of which, Occupational Trends in New York City, prepared for Adjustment Service, New York City, by Walter V. Bingham, has already appeared. Leaflets or circulars containing occupational information for students and parents are contemplated.

The executive committee of N.O.C. is headed by Robert I. Rees, assistant vice president of the American Telephone & Telegraph Co. The other members are Morse A. Cartwright, director, American Association for Adult Education; Harold F. Clark, professor of education, Teachers College, Columbia University; Harvey N. Davis, president, Stevens Institute of Technology; J. Walter Dietz, superintendent of Industrial Relations, Kearny Works, Western Electric Co.; Franklin J. Keller, director, National Occupational Conference; Wesley A. O'Leary, assistant commissioner of education in charge of Vocational Education in New Jersey; James E. Russell, dean emeritus, Teachers College, Columbia University; L. A. Wilson,

assistant commissioner for Vocational and Extension Education, State of New York. The chairman of the advisory technical committee, comprising leading psychologists, is Donald B. Paterson, professor of education, University of Minnesota.

Dr. Keller, as director of the conference, is assisted by Robert Hoppock and Raymond G. Fuller. Fred C. Smith continues as editor of the magazine, and Willard E. Parker is bibliographer. Headquarters are at 522 Fifth Avenue, New York City.

## New PWA Allotments

[Continued from page 66]

*Lava Hot Springs, Idaho.*—Loan and grant to common-school district no. 30 for alterations and additions to school . . . . . \$42,600

*Mountain Grove, Mo.*—Loan and grant to consolidated school district no. 3 to aid in construction of school building. \$71,000

*Bethel, Kans.*—Grant to school district no. 34 for school building . . . . \$2,200

*Wilkin County, Minn.*—Grant to independent school district no. 1, to aid in construction of school building . \$53,100

*Tippecanoe County, Ind.*—Loan and grant to Lauramie School Township, to complete school building. . . . \$15,000

*Lena, Ill.*—Reallotment for school building construction . . . . . \$47,600

*Pembine, Wis.*—Loan and grant to school district no. 1 to aid in construction of school building. . . . . \$35,000

*Normal, Ill.*—Grant to aid in construction of a children's school . . . \$14,445

*Carrollton, Ky.*—Loan and grant for a school heating plant . . . . . \$12,000

*Sheboygan, Wis.*—Loan and grant to aid in construction of school building . . . . . \$307,630

*Sanborn County, S.Dak.*—Grant to Forestburg Independent Consolidated School District to aid in construction of schoolhouse . . . . . \$6,600

*Codington County, S.Dak.*—Grant to Prairie Queen School District No. 2 to aid in construction of school building . . . . . \$900

*Richland County, S.C.*—Grant to Olympia School District No. 4 to aid in construction of school for Negro students . . . . . \$2,700

*Conesville, Iowa.*—Grant to board of education of the school township, to aid in construction of school building. \$4,800

*Pittsylvania County, Va.*—Grant to county school board to aid in construction of school buildings . . . . . \$42,400

*Montgomery County, Md.*—Grant to board of education for construction of 15 school buildings . . . . . \$160,000

Total . . . . . \$8,639,425

—BEN P. BRODINSKY.

## Correspondence

NEARLY 150,000 first-class mail letters, and telegrams, come to the Office of Education every year. Sometimes the answers are of general interest. Following is an example:

DEAR SIR: I graduated from the ——— High School in May 1932 at the age of 17. I had wanted to go on to school somewhere very much, but was financially unable. My father and I then planned a method that by both of us saving, I could go to school this year. But due to a decrease in father's salary, sickness, and the store in which I worked going out of business, I will not be able to go again this year. If you know of any person or organization from whom I could borrow the money, I appeal to you for help. I would repay the money in 3 or 4 years' time. In case of my death, I have sufficient insurance to cover the borrowed amount of money.

Signed (B.E.B.)

DEAR MR. B.: The Federal Government has made no provision for funds to aid college students.

Most colleges maintain student loan funds of varying amounts. Application for these funds is made on a special blank provided by each college. The dean of men or the dean of women usually administers these funds.

Many agencies besides the colleges maintain loan funds for college students. Some of these funds are available only upon recommendation of the college or colleges participating in the fund. The following ex-

amples are given: The Harmon Foundation, 140 Nassau Street, New York, N.Y., in 1922 established a fund to be loaned to students in affiliated colleges. The Knights Templar Educational Foundation in 1922 established a fund to aid juniors and seniors upon recommendation of the college and home community. Denominational loan funds are available to many church members. The Methodist Episcopal Church Student Loan Fund, 740 Rush Street, Chicago, is one of the largest of this type. These and other student loan funds are detailed in Self-Help for College Students, United States Office of Education Bulletin 1929, no. 2, pages 11 to 22. This bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., for 15 cents. It should be remembered, however, that recently there has been a severe drain on all student loan funds.

Many colleges and universities aid deserving students by means of scholarships and fellowships. The conditions of award are varied. Scholarship funds are frequently raised by States, counties, college alumni, and clubs for the purpose of sending to college high-school graduates of proved ability. Application should be made to the dean of the college by which the scholarship or fellowship is granted. Scholarships maintained in 402 colleges and universities in the United States are detailed in Bulletin 1931, no. 15, Scholarships and Fellowships. This bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., for 15 cents.